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*Journal
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Child Welfare League
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child welfare

The Rights of Our Children

Reality Factors in
Early Placements

The Flexible Use of Foster
Homes for Emergency Care

A New Concept of
Independent Boarding

The Use of Adoption
Resource Exchanges

June 1958

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CHILD WELFARE

JOURNAL OF THE
CHILD WELFARE LEAGUE OF AMERICA, Inc.

HENRIETTA L. GORDON, Editor

CHILD WELFARE is a forum for discussion in print of child welfare problems and the programs and skills needed to solve them. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

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THE RIGHTS OF OUR CHILDREN*

Mrs. Katherine Brownell Oettinger
Chief, U.S. Children's Bureau

Mrs. Oettinger discusses our progress in safeguarding children's rights, and points out that difficult decisions must still be made to create a better world for children.

TODAY's society is a society in conflict with itself. Canada's Lester B. Pearson expressed it when he accepted the 1957 Nobel Peace Prize. He said, "The grim fact is that we prepare for war like precocious giants . . . and for peace like retarded pygmies." Like the Board of Directors of the Child Welfare League of America, he expressed the belief that we no longer can choose between guns and butter. The League has pointed out that "We must be aware that sound family life and sound care for children are necessary to the strength of the nation. . . ." In expressing our conviction of the rights of children in a period of emphasis on national defense, we are caught on the horns of a dilemma. Today so many technological achievements move us forward at such an incredibly rapid pace that we cannot keep up with them, cannot even understand what these achievements mean to us as individuals. The momentum for this forward movement is built in and self sustaining. Each scientific achievement feeds on its predecessors, and each, in turn, builds for the next. At the same time, this nation is increasingly concerned with the worth of the individual; with the deepening realization that individuals have rights, which must be both expressed and protected. But the momentum to move our conviction forward is not built in, and can come only from concerted speech and action to advance those concepts of humanity's concern for humanity.

Setting High Goals

In defining and refining the rights of children we must set our goals high. Even the recent history of our progress in defining the

rights of children shows that high goals do speed progress.

In preparing for the 1960 White House Conference, I have been reviewing material from earlier conferences, especially the nineteen Rights set forth in the 1930 Children's Charter. Consider how, within that space of a quarter century, we have increasingly put into practice our conviction that children with physical handicaps have a right to help.

With the broadest interpretation of such handicaps, voluntary organizations, the several states, the many professions involved, and the federal government itself, all have shown tremendous ingenuity in attempting to express and protect these rights. Indeed, they have gone further, making efforts to prevent crippling conditions in children. All have learned about future possibilities as the physical and social sciences have produced new findings; all have tackled the goal with different rates of speed, and in different ways.

The concerted voice of parents, widely audible during the early 50's, has led to various actions on behalf of mentally retarded children which in the 30's and 40's would have been regarded as unachievable. But a mere beginning has been made in guaranteeing the right of the mentally retarded child to understanding and practical training.

There are still gaps in the affirmation and protection of the rights of the handicapped child. For example, the epileptic child's right even to *be* a child is still seriously impeded by lack of community acceptance, and the right of some of the 275,000 epileptic children in the country to the protection from seizures which drugs can afford 80 percent of them is too often ignored for lack of community services. The great waste which results when

* Given at several of the regional conferences of the Child Welfare League of America.

these children become public charges is too high a price to pay for failure to support this right.

Needs of Rural and Urban Children

A quarter of a century ago too, the rural child was considered so disadvantaged in comparison with his city cousin that his right to those child health and welfare services which were to be found in cities was especially singled out for national expression, embodied in Title V of the Social Security Act.

We still have a long way to go in smoothing the way to vocational adjustment for the rural child. Schooling, health services, social, recreational and cultural facilities also still fall far short of meeting the requirements in most communities. But I think we can agree that the vistas open to the rural child of 1958 are vastly broader than those open to his counterpart of a quarter of a century ago.

Now the states are telling us that in today's highly urbanized society, the city child too is disadvantaged, and that the services available to him are too meager for his physical, social and emotional needs. It is becoming all too apparent that the needs of children are the same, whether they live in urban or rural areas, and that there is not enough service anywhere. A re-affirmation by communities throughout the nation of the rights of all children to the help they need to become contributing members of our society, without regard to their geographic location, is long overdue. I am appalled at some of the things that are happening to children in the absence of the protection of these rights.

From all over the country, come reports of the way a steadily increasing number of girls, still in their early teens, are being deprived of the right to continue their education because they have become pregnant and have been forced to leave school. The problem of unmarried mothers is accentuated in urban areas, where the girls go to seek anonymity in this time of emotional upset. Their problems point up too well the need for more services in urban areas.

No matter how we stipulate that the rights of the child should not be limited by geo-

graphic chance, it is unrealistic to assume an equality of rights where philosophic concepts and practical situations are in conflict, and where the heavy mobility of our population is itself a complicating factor. The sad truth is that a child within the borders of one state has a chance for services which assure him tender, skilled care and protection, but loses it if he moves across the borders into some other states, or even across county lines within a single state where child welfare coverage is incomplete.

A quarter of a century ago, we were a nation still without substantive national legislation to prevent the exploitation of children in hazardous working situations. The right of the child to escape the depredations of this labor was very much on our minds. Since then conviction, coupled with knowledge, has helped turn this right into enforceable law, strong and favorable community opinion, and a much better deal for many more children. But we still must make progress for those children whose parents are agricultural migrants, and for those who live in pocket communities in our country in which potentially harmful labor begins in early adolescence.

Educational Rights of Children

It is impossible in 1958 to pick up a newspaper which does not refer, either directly or indirectly, to the educational needs of the nation today.

The Children's Charter, that historical outgrowth of the 1930 White House Conference on Children defined the educational right of children in this way:

"For every child an education, which, through the discovery and the development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction."

To say that we have attained such a goal for every child would be to overlook many realities of today's world—but again, we have come a long way. The United States today provides more education for more children than any other country in the history of the world. This is no accidental out-

growth of over-all national progress but the result of conscious application of a concept of education that, so far as I know, has never been attempted by any other society. It is part of our concept of education for everybody that not only should all children have a chance to go to school but also that they should be required to do so. We believe that they should have the opportunity to pursue their education in whatever direction and to whatever level suits their talents best.

This concept of education open to all obviously has imperfections. But it is within this framework, not through crash programs in science and mathematics, that America has the best and surest means of producing the scientists and engineers—as well as the leaders in many other fields—that will be needed in the years ahead.

Each of these indications of how far we have come in a relatively brief span of time carries its own implications for forward movement in the future. And each carries its own warning.

The United States Supreme Court in a decision a generation ago pointed out:

"The child is not the mere creature of the State, those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations."

Here, the inseparable nature of rights and responsibilities is enunciated in the highest law of our land. But does it not also reflect the modern theoretical base in child rearing practice that adults who must experience the balance of rights and responsibilities have an obligation, in turn, to teach the young the inevitable association of rights and ultimate responsibilities?

Rights and Responsibilities

Decisions must be made *with*, not *for* children, whether they pertain to making the best use of a foster home, a correctional institution, a good recreational facility, or the fulfillment of educational opportunities. Only when children are guided to participate in their own decisions and assume responsibility as they can absorb it are they truly assured their rights.

In discussing the rights of children, we may talk about those rights established by law, those which you and I might agree should be established by law, those which are the product of our tradition and public morality, or those stemming from the best of scientific findings.

First, in relation to rights established by law it seems that there are certain necessary elements in the forward movement of equality of rights and companion responsibility which need to be stressed. The following are two principles underlying some guides to legislative language published in 1958 by the Children's Bureau for use in developing State legislation on public child welfare and youth services:

"Parents have the primary responsibility for many needs of children and youth, and society an obligation to help them discharge this responsibility or to assume this responsibility when parents are unable to do so.

"Public child welfare and youth services should always have regard for the relationship between parents and child and for safeguarding the rights of the child or youth and those of his parents."

In talking about those rights which are the product of our tradition and public morality, we are still caught up in a tangle when, for instance, we attach to children born out of wedlock moral stigma and other limitations which are really directed at the "worth" of the parents of those children.

Again, to implement even one right developed under the last category, the scientific finding—e.g., a child has a right to mothering, and depriving him of this right may subject him to severe trauma—has required and will require far-reaching decisions.

When we speak of the rights of children, we cannot consider them as unrelated to the rights of their parents, just as we do not now consider rights of parents and children unrelated to the rights of the wider community.

We have only to observe the current trends throughout the country in the number of recipients of ADC to see the far-reaching decisions involved in implementing for this one group of children alone the right to mothering and care in their own families, which will prepare them for additional obligations.

Now, for the first time, the number of adults and children receiving ADC is larger than the number of recipients of old-age assistance. Since no resource comparable to the insurance program is available for children who need assistance because their parents are physically or mentally handicapped, or are divorced, separated, or unmarried, these children now represent the overwhelming majority cared for under the ADC program. For these children, public assistance is the only resource when family income is lacking. Yet the average monthly assistance payment is only \$26.74 per recipient.

By amending the statement of purpose in the Social Security Act provisions pertaining to ADC, Congress stimulated further development of social service for maintaining and strengthening family life. The Children's Bureau and the Bureau of Public Assistance are working together closely in planning ways of encouraging and assisting the states in the development of these services.

Right to Proper Guardianship

Just as we consider the rights of the child in relation to his parents, so must we also consider the rights of the child in the absence of his parents. We would all conclude that the child has a right to a guardian, yet the whole area of guardianship law is still confused and insufficiently used. Thus, the right of children to have specific persons looking out for their welfare is not always observed.

The guardian of the person has, within the legal framework, what amounts to a substitute parent role. He can and does make decisions which will affect the health, education and destiny of the minor. His duties to make such decisions, and the affirmative contribution he can bring to his role, are often either neglected or misunderstood. Machinery is needed for effective use of the legal guardianship procedure.

The great expansion of the old-age and survivors insurance program has shown us the need for protecting child insurance beneficiaries who are away from their parents and relatives. The Children's Bureau and the Bureau of Old-Age and Survivors Insurance

are actively cooperating in this effort, and have made an exploratory study of a group of child insurance beneficiaries in foster care. This study indicates that as we move ahead with social programs, we must remain alert to new situations in which the rights of the child may need protection.

The right of a child to a permanent home is implicit in our concern for children, and our insistence on the preservation of the right of the child if a substitute permanent home must be found for him is an integral part of our practice. The vigilant protection which adoption workers must give to the rights of the child and of his natural and adoptive parents will be spelled out in adoption standards now being cooperatively developed between the Children's Bureau and the Child Welfare League.

We are seeing a new development which is affecting the rights of children on an inter-country basis—adoptions by proxy completed in a foreign country, usually without benefit of a social study of the adoptive family in this country or of the child in his. In most cases, the first time the proxy-adopted child and his adoptive parents see each other is when the child arrives to live with the family. Some of these adoptions prove unsuccessful, with tragic results for the children. The Children's Bureau, other agencies of the Federal government, and a number of national organizations—among them the Child Welfare League and the International Social Service—have this matter under study. Steps must be taken to safeguard the rights of these children.

Child's Right to Adequate Help

In the area of the child's right to have his individuality sustained and protected we need joint research by the legal and social work professions to determine to what extent these rights are actually protected through agency and court administration, before children are so battered by the process as to make the rights meaningless. But in advance of such research, we can underline the right of every child to quick help. The unloved, bitter, hurt, defiant or lonely child needs

quick help made possible by speed in agency decision, inquiry and evaluation, even if this means revision of agency procedures, size of caseloads and services for which the agency contracts.

Two recent news accounts point up the hidden problems that come to the surface only in times of crisis:

The little girl who ran away from home and was found, nearly frozen, stoically remaining in nearby woods; the little boy who slept in an ash can in preference to his own home.

Surely, the people of this country not only hope that we will look after the needs of these children, but have a right to expect us to do so with insight.

This right of the child to adequate service is closely tied to the responsibility of agencies for program accountability. It implies continuing program evaluation to answer such questions as what adequate services cost, what the relationship is between adequate staff and adoption placements, as opposed to long time boarding care.

Children, as well as adults, have a right to profit from the digested findings of the social and other sciences. Unfortunately, much that was pointed out in the White House Conference 1950 report¹ and much that our psychiatric, social science, and psychological experts tell us, both about what youngsters are like and about the variety of situations in which they live, still remains to be turned into convictions resulting in agency decisions to speed up initial service and to permit longer time services.

I wish it were unnecessary to state that the right of the child to receive his constitutional rights is far from universally recognized in this nation today.

The child's right not to have the legal process abridged because he is a child; to have legal representation and a full and fair hearing; and his right not to be illegally detained are all inextricably bound up with our consideration of the child who has committed delinquent behavior and will require study,

change, and a vast amount of additional resources in the form of trained workers, from policemen to judges. The police alone handle a million children a year who are not referred to the court! Improvement of facilities to complete implementation of these rights must be speeded up.

Stories of agency experiences in other areas—for instance, how a five-year-old and her two younger brothers were rescued by firemen from their small locked apartment—remind us again of the fundamental right of children to guidance and protection. We do not know how many infants and children are behind locked doors day after day while their mothers work. Nor can we be complacent until we find out.

We are becoming acutely aware, however, of the need for services to safeguard children whose mothers must work. These services and facilities must meet the working mother's need for counseling, recreation, educational and medical services. They must include sufficient group and foster family facilities suitable to the child's age, at standards which each state can set through licensing.

To sustain the child in his own home during time of crisis, homemaker services have long been recognized as an important auxiliary. Communities have been slow to develop this practical aid. In order to spur interest and learn more of current experience, the operating agencies of the Department of Health, Education, and Welfare, together with twenty-four non-governmental agencies, are planning a conference for early 1959. Pre-conference fact-finding is under way.

Healthy Parent-Child Relationships

The child has a right to adequate safeguards of the parent-child relationship. The 1930 Children's Charter recognized this right in the following statement:

"For every child such teaching and training as will prepare him for successful parenthood, homemaking and the rights of citizenship, and for parents, supplementary training to fit them to deal wisely with the problems of parenthood."

Today we are trying to implement this right, at least partially, through protective

¹Helen Witmer and Ruth Kotinsky, *Personality in the Making*, Harper & Bros., N. Y., 1952.

services to children in their own homes, by helping parents with the difficulties that lead to neglect or abuse of their children. But all of us know of our need to establish a whole bulwark of safeguards to insure maintenance and development of healthy parent-child relationships.

As workers, we are mindful in daily practice that all parents have to grow from marriage partners into parents. Only as we believe that parents can grow are we able to relate to them on the basis of their interests in their own children. And sometimes it is a measure of our own professional stature that we can accept very little as evidence of growth when we are working with immature parents.

Dr. Martha Eliot once said:

"We need a whole generation of parents who will accept as a fact that the most important business in the world is the business of raising children. The future of our country and of the world has great potentials if this would but come about."

I would suggest that Dr. Eliot was not talking only about attitudes of parents toward raising their own children, but about attitudes toward the rearing of children generally.

I am sure she would agree that such a generation of parents would view the problems of all children with realism and compassion. Such parents would know, for example, that discrimination against some children, for whatever reason, is harmful to all children.

The Fact Finding Report of the Mid-century White House Conference on Children and Youth is very specific on some of the likely damage to the healthy growth of personality in children who are discriminated against. We have only to read findings of such damage as "the incitement to feelings of doubt and shame." The difficulty, under such circumstances is to identify "who one is and what one can do."

To quote directly:

"Trust . . . may be difficult for them (the young children) to achieve. . . . If achieved, it may be difficult to maintain in a world that is hostile in so many ways. The development of a sense of autonomy may

also be interfered with, sometimes because parents fear that independence of action will expose little children to harm, sometimes out of solicitude that they retain the advantages of babyhood as long as possible."

The Declaration of the Rights of the Child, part of the Charter of the International Union for Child Welfare, sets forth this first tenet: "The Child must be protected beyond and above all considerations of race, nationality or creed."

If we truly believe, as the Declaration further states, "that mankind owes to the child the best that it has to give," then the decisions that we must make to safeguard the rights of the child will always be made, no matter how difficult they are to reach.

And, in a world whose boundaries are shrinking almost daily, it is heartening to know that in our struggles to make the world of tomorrow a better place for children to live in, we are joined by men and women of good will everywhere.

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REALITY FACTORS IN EARLY PLACEMENTS

Mrs. Alice Y. Moe

District Secretary
Children's Services of Connecticut
Hartford, Conn.

This paper, winner of the second 1958 Mary E. Boretz Award, stresses our ever-increasing responsibility to achieve early placements with all the skills and knowledge at our command.

MANY PRESSURES come to us from varied sources for prompt and skillful service to unmarried parents and for placement of their children as early as possible. Community criticism of agency delays and red tape is prevalent. We are portrayed in popular magazines, on the stage and TV as caricatures with vested interests in retaining children and keeping them from families who want them. Our emphasis on protecting the rights of natural parents, understanding the needs of the child and achieving safeguards for the adopting parents is frequently misunderstood.

We have become convinced that placements as soon as possible should be our objective, with resulting benefit to the natural parent, the child and the adopting parents. Agency administration inevitably gives impetus to improve our performance. The increasing number of referrals, limited staff, and tight budgets emphasizes the need to limit expenditures and to make the best use of casework time. Good foster homes for infants are often hard to find. If we can move a child from the hospital to an adoptive home with conviction, it may help other children because we have saved time and money and freed a foster home. Considerations such as high case loads and the difficult choice of priorities contribute to the complexity of the practitioner's task.

Responsibility for Child's Future

No casework job is more fraught with emotion than helping an unmarried mother arrive at a valid decision for herself and her child. With increased understanding of the unmarried mother, we feel a greater responsibility to offer her effective help. Our concern has broadened to include her needs, and we no longer view her only in relation to plan-

ning for her child. Important knowledge of the child with mixed racial strains or with pathology in his background has come to us from the anthropologist and geneticist. The contributions of the pediatrician, psychologist and psychiatrist are essential to our evaluation of the potential and needs of the child. We feel the weight of our responsibility in helping to determine a child's future. Are we reluctant to accept the decision of a mother to release her child? Does our own anxiety make it more difficult for her to face her problem realistically? Do we put undue pressure on a mother to release her child because of our own belief in the rightness of adoption? The balance we need to maintain is often a precarious one in determining what is most helpful for both mother and child.

There is an additional challenge in Connecticut today with the advent of a new law, effective July 1st, 1958. After this date no application shall be filed to adopt unless the child has been placed by the State Welfare Commissioner or by a licensed agency. On the basis of figures of children placed independently in non-relative homes in the previous two years, private agencies expect two hundred additional requests for service. We must be prepared to meet these additional demands. Our Central District office noted a marked increase in referrals of unmarried mothers in 1957. One hundred and thirty-seven requests were received, in contrast to eighty-six in 1956, eighty-three in 1955, and seventy in 1954.

Many in the community view with skepticism our ability to meet this challenge. Our conviction that social agencies are better equipped than private individuals to handle the adoption process has not been wholly accepted and understood. Only through giving the best possible service can we demon-

strate that we have a unique contribution to make. As an agency, rather than an individual, we can consider fully the child's background, health, developmental progress, and essential needs. We have acquired knowledge from related fields to guide us. Through experience in working with a large number and variety of adoptive applicants, we have a greater choice in finding the best possible home for the individual child.

With the objective of early placements in mind, we have attempted to analyze the factors determining the age at which children have been placed in adoption homes. For the past two years, the workers of the Central District of Children's Services have filled out the following form after the child's placement.

STUDY OF CHILDREN PLACED IN ADOPTIVE HOMES 1957

Name of Child:

Date of Application of Mother:

Birthdate of Child:

Age when placed in Adoptive Home:

Date Releases Signed:

Date of Guardianship:

Date of Summary to Adoption Department:

Date of Placement in Adoptive Home:

Comments as to Problems and Timing:

This form serves an important purpose in giving the timing of placement, an inestimable help from an administrative point of view. In looking at the process for each parent and child, the worker can see the vital role of her own planning in each case. We believe that this analysis will be a continued stimulus to sharpening our practice. In compiling the figures we can see the overall progress that has been made.

Although this particular method of study has been used only for the past two years, we have analyzed the age of placement for the past five years.

Age Distribution of Children from Central District Transferred to Adoption Department Homes in the Years 1953-1957

	1953	1954	1955	1956	1957
TOTAL.....	33	43	39	41	51
Under 1 month.....	0	0	0	2	2
1 month to under 3 months.....	1	4	7	10	20
3 months to under 6 months.....	9	17	20	14	12
6 months to under 9 months.....	10	11	3	5	4
9 months to under 1 year.....	6	6	2	4	5
1 year to under 1½ years.....	2	2	1	2	4
1½ years to under 2 years.....	1	2	2	0	0
2 years to under 6 years.....	2	1	4	3	4
6 years and over.....	2	0	0	1	0

From the above table it can be seen that in the last year there has been a truly decided change in the age at which children were placed in adoption homes. While only twelve children under three months were placed from 1953 to 1955, in 1956 and 1957 thirty-four children in this age group were placed.

In 1957, of the fifty-one children placed, two were infants placed directly from the hospital, and the greatest number, eighteen, were placed between one and two months of age.

The change can also be seen in the fact that 3 percent of the children placed in 1953 were under three months, while in 1957 43 percent were in this age group. Children under six months made up 30 percent of the total placed in 1953, and 66 percent of the total in 1957.

Criteria for Early Placement

In an attempt to determine criteria for early placement and to appraise realistically some of the deterrents, we have looked at the individual children in each age group in 1957. On what basis did we choose the two youngsters who were placed directly from the hospital? If we were able to do it for these two, why not for some of the other children who were placed under two months?

In considering the children placed at eight days and at eleven days, we find certain common factors. We had known the parents for several months before confinement and each consistently chose adoption. The mother of the first child was divorced from her husband and had no plans to marry the natural father. She was able to look at the reality of her problem both for herself and for the child. She felt strongly that adoption could

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provide much more for the child than she herself could offer. In the second case, the mother had recently married a man who knew of the coming child, although he was not the father. The grandparents knew of the situation and all concurred that adoption was right for both the child and the young couple. In each situation full background information on both sides revealed a high incidence of good health and intellectual achievement. The infants themselves were both full term, had had normal deliveries and good birth weights. Two agency pediatricians examined them in the hospital and found them normal and healthy. The mothers did not see their babies, but were interested in them and in the kind of families who would be their new parents.

Releases were signed without legal complications a few days after the mothers left the hospital. Since each had signed waivers of notice, we did not need to wait for the actual hearing in probate court, but the children were not placed until the papers had been sent to the court. It was not necessary for the parents to be notified or to appear. The adopting parents had one visit with each child in the hospital nursery prior to placement. The caseworker devoted all the time necessary to each case for a period of a week to ten days, to be sure that all safeguards were considered. In each, the adoption summary was completed and sent to the adoption department within four days of the child's birth.

We have perhaps been unduly hesitant in going ahead with placements directly from the hospital because we believe that no matter what the own parent may plan, she often feels differently after the birth of the child, and should have an opportunity to review her decision and to see the child, if that is what she wants. In these two instances, neither mother signed releases while in the hospital. Cooperation on the part of the hospital administration is essential.

Positives in Direct Placement

Because of the many positive factors that emerged we should be more alert to other

situations where direct placements can be made. If we are sensitive and sure in our diagnostic evaluation of the mother and have conviction about the child, why should we delay? In these two cases the own parents were unwavering in their decision and appreciated our moving ahead, relieving them of anxiety and indecision. They expressed pleasure that the child went directly from the hospital to the adoptive home.

The adoptive parents were comfortable about the risks they were taking and tremendously satisfied at being the child's "first" parents. The social workers, too, felt gratification in having given the child and the family such a positive beginning together. Administratively, there were savings in time and expense and the freeing of two foster homes that would otherwise have been needed.

The next group of eighteen children were placed under two months of age, six of them before they were six weeks old. In five cases we knew the parents for several months before each child's birth. The sixth case was a referral made by the hospital the day after the child's birth. We felt confidence in the mother's decision for adoption and releases were signed early. In all six cases, we were convinced of the soundness of the parents' choice and they were unwavering in their decision. In each, full background information showed no evidence of pathology and there was a normal pregnancy, and uneventful delivery of a healthy child. In each, the infants were examined by two pediatricians while in the hospital and each had a follow-up physical examination before the actual placement. Each child's brief stay in the foster home under experienced foster parents' observation contributed to our knowledge about his adjustment and development. In all six cases the mothers were unmarried, in their twenties, and could face their problems realistically, using help from the caseworker. Legal guardianship was obtained prior to the placement and there were no complications to cause delay.

The placements of the twelve children between six weeks and two months showed a similar pattern. Most of the parents were

known to the agency several months prior to the birth of the child, although two were referred by the hospital immediately following delivery. Each of the mothers was clear about her decision for adoption and at no point considered any other plan. Considerable background information was available, with no evident problems. In some of the cases relatively little paternal history could be obtained, but here too there was no indication of pathology. With two exceptions the mothers were unmarried and there were no legal complications. In one, a mother recently divorced was able to accept the requirement of having her former husband informed, and although not the father of the child, he participated in signing releases. The other situation was that of a young couple, recently married, where the husband was not the father but did participate in planning.

With all of these children, information about birth history and the mother's pregnancy was known, and there were no apparent complications. During their brief weeks in a foster home, no feeding or other problems were apparent. Since our psychologist, who is also a pediatrician, gives developmental evaluations as early as four weeks, all of the twelve children between six weeks and two months and about half of the younger ones were seen by him. All were examined by an agency pediatrician prior to placement. The only medical problem apparent in the eighteen between one and two months was a mild allergy, so that one child's placement was delayed two weeks.

Selection of the Home

In our agency the foster home department works with the natural parents and children and the adoption department with the adoptive parents. Consequently, a full adoption summary and occasionally a conference is necessary before the actual selection of the home. The placement worker may be delayed in writing the summary and a certain amount of time elapses following the adoption department's receiving the summary and making the actual placement. The summary for most of the children under two months was

sent by the placement worker to the adoption department within one week after the parents signed releases. There were, however, three instances in which the summary was delayed two weeks and two others where it was delayed three and four weeks after the parents signed. This is an administrative problem that we have been unable to completely solve, due to relatively high active case loads and demands on the placement worker's time. In general, placement has occurred two weeks after the receipt of the summary by the adoption department. There were instances, however, in which it was three weeks and in four cases, five to six weeks. Two children were delayed because there was little paternal background information and psychological tests seemed to be indicated. In other cases various administrative reasons, such as unusual complications in selecting the appropriate family and problems in planning the worker's time, accounted for this delay. This was particularly true with part-time workers and during vacation periods.

The two children placed between two and three months showed no particular deviation from the twenty previously described. With one there was a delay due to an allergy, but no significant differences emerged in relation to the natural parents. In each the decision for adoption was clear and without legal complications. In one, due to pressure of time, the summary was not completed until four weeks after the parents signed; in the other, it was completed twelve days after releases were signed. In both, placement was made two weeks after the receipt of summary.

Three to Six Month Age Group

Several different factors emerged in relation to the twelve children placed between three and six months of age. The youngest in this group was three months and twenty-nine days, four were between four and five months, and seven between five and six months. For the first time we find children with mixed racial backgrounds for whom we have never been able to find sufficient homes. Four Negro children were placed between four and

six months of age. In each instance the parents chose adoption early, and the children were all healthy and developing favorably. The delay was due to the difficulty in finding appropriate families.

With four children, there were complications in helping the parents come to a sound decision in a limited time. In one instance there was a legal problem, and in another lack of parental responsibility so that guardianship was obtained without consent. The mother of the twins had a complex psychological problem.

We had known her many months before the children were born. She was an older girl, in love with the putative father and hopeful that he would obtain a divorce so they could marry. It was extremely difficult for her to face the reality of her situation, which was complicated further by the unexpected arrival of twins. She knew that at her age the chance of her having other children was remote, but it was difficult for her to face the fact that this marriage would probably never eventuate. Her relationship to her caseworker was meaningful and she had many strengths. Psychiatric consultation was helpful. With her worker's support she carried through her decision with conviction, though with pain. She saw her children and showed warm feelings for them. It took her some time to accept with confidence the fact that adoption could offer them more than she could.

In three instances, delay was due to problems that emerged with the child. The parents all wished early adoption and although releases were signed when they seemed psychologically ready, guardianship procedure was postponed. In one there was a question of neurological difficulties, in another the possibility of retardation, and in the third, indications of cerebral palsy. All children were seen not only by the psychologist, on two different occasions, but also by a neurologist. In one instance the child was hospitalized and an E.E.G. ordered. In each the problem was found to be relatively minimal, and there was no valid reason for prolonged foster care.

Six to Twelve Month Age Group

In this group of nine children, the difficulty in finding a home accounted for the delay in placement of one Negro child. Four children were healthy and developing well but the parents were unable to face their situations realistically. In one the mother was highly unstable and irresponsible, and was not divorced. In two the mothers were

hospitalized, one with mental illness and one with alcoholism, so that legal action was necessarily delayed. Although both children seemed normal in all respects, since there was relatively little paternal background information and a history of mental illness a longer period of study with repeated psychological testing seemed advisable.

In five instances serious medical questions were raised. Three babies were premature, with a long period of hospitalization prior to foster home placement. In one case in which the mother was diabetic and the child premature, specialists ruled out the possibility of brain damage, congenital heart disease and lack of vision. The baby developed into a bright, attractive but fragile little boy. For another of the premature infants, an alert, appealing youngster, a diagnosis of mild cerebral palsy was made. Two children were full term but early showed disquieting symptoms. One had a persistent diarrhea and cystic fibrosis was suspected. After hospitalization, a diagnosis of paratyphoid was made. Following treatment and improvement, an adoption placement was arranged at the age of seven months. The other child had a hernia, an allergy, and indications of hypothyroidism. His condition improved so that he was placed at eight months.

Children One Year and Older

In the four children between one and two years, various atypical factors emerged. In one the mother had an unusually difficult time arriving at a decision to release for adoption.

She was an older woman, divorced from her first husband and certain she would marry the child's father. It was many months before she could recognize that his promises for divorce were complicated by his wife's refusal to grant one and his own indecisiveness. Both these parents were devoted to the child and visited regularly. As the mother was able to see that her plans did not materialize and she was being unfair to her child by prolonging his temporary care, she signed releases and the child was placed at one year and seven months.

Would it have been possible for us to have helped her to arrive earlier at this decision? The inevitable changes in caseworkers no doubt prolonged the delay. We certainly know that the move at this age was difficult for the child as well as extremely painful for the foster parents. The natural mother too gave up the child with a deep and real sense of loss.

In another instance, the child did not come into our care until she was nine months old. A private adoption had failed, and she was returned to the natural mother, who then sought our help. A diagnosis of cerebral palsy was made but after a year in an agency foster home she was much improved. After careful consideration it was felt that her present foster parents were best able to meet her needs with the resulting plan of adoption.

The third child who was placed at a year and two months had a Caesarean birth and a hard beginning, and little or no paternal background information was available. That the mother was not divorced also contributed to the delay.

In the fourth instance, the child was one of two brothers placed together at one year and four months and two years and seven months. Their father was mentally ill and showed no interest in them. The mother felt she could not manage on her own and signed releases after they had been in our care almost a year. These were legitimate children but the marriage was permanently broken, and neither parent was able to give the youngsters responsible care.

An older girl in the same family was also placed for adoption a year later, at the age of five years and four months. She is the one child in that age group. Her mother had planned to take her but was unable to do so, and when she did not follow through was removed as the child's legal guardian without consent.

The four children in the two to six year old group are the older of the two brothers and the sister previously mentioned, a little boy who came from Korea at the age of two years and eleven months, and one little girl placed at three years, six months. She was a Negro child who had been available for adoption since she was a few months old but no home could be found until one was secured by the State Department of Child Welfare.

Advances in Early Placement

Without attempting to analyze in any detail the children placed in 1956, some comparisons are obvious. For instance, the twelve children under three months show many similarities to the twenty-two children under three months placed in 1957. In each there was continued contact with own parents and a conviction about their sustained

decisions. There were no medical problems and no legal complications. In the three to six months group (fourteen in 1956), administrative delay and perhaps lack of conviction and skill on the part of the caseworker becomes more apparent. However, it really is the agency's sense of responsibility which is important. In 1957, although the children and situations were similar, because we were more realistic and were able to move ahead with fewer administrative delays, our objective, placement "as early as possible," was more successfully met.

We are aware that this study shows only one small aspect of the total problem of early placement. No attempt has been made here to look at the many unmarried mothers who have worked with us but have kept their children or who have come to us, perhaps once or twice, and then disappeared. Further study is strongly indicated before we can determine how well we are meeting our responsibility of giving help to parents and children who need us. We are gratified that so many of our children under three months were placed this past year, but should we not be concerned that only two under one month were placed? We need to constantly evaluate our service to improve our methods.

In recent years we have seen the acceptance of adoption as a substitute for a natural family in our culture, with resulting pressures from the many families who want children. We have learned to work with the unmarried mother, accepting her as an individual in trouble, with needs for concrete planning as well as diagnostic understanding and help with her own problems. We have seen changes in our understanding and acceptance of her, not as a person to be pitied, to be punished, or uplifted, but with problems and needs of her own. Increasingly, we have understood the importance of a permanent family as early in life as possible for infants and have made early placements our objective. We have considered the child's background, his health and developmental progress and his individual needs for a family that is right for him, believing in the principle of the right family for each child rather than a child for each family. Aware of the pressures that come to us from all sides—the community, the profession, adoptive parents, and the natural parents and children themselves—we recognize our own needs for developing professional skills of the highest order to meet our objectives.

THE FLEXIBLE USE OF FOSTER HOMES FOR EMERGENCY CARE*

Merle E. MacMahon

Executive Director
Windham Children's Service
New York City

Miss MacMahon discusses some important factors making for success or failure of an emergency foster care program.

MANY of you may have heard of the six-year old who told his mother the following story: "Once upon a time there was a little boy and it turned out all right." Eleven years ago a group in New York City established Windham Children's Service, an agency for temporary emergency foster home care. I have been on the staff since its beginning and I am glad to say that for a number of our children it has turned out all right.

It is not my intention to discuss the auspices under which emergency foster home care should be given, nor to detail the complex social structure under which our agency functions in New York. However, I must give you a brief picture of the setting in which we work. Windham is a voluntary agency, partially subsidized by public funds, as are other child-caring agencies of the city. All our children are referred to us by the Children's Division of the Department of Welfare, with about 15 percent coming indirectly from the Children's Courts because of extreme neglect. Referrals are made via telephone to our intake supervisor, who knows in detail the facilities and vacancies in our foster homes. Acceptance or refusal of a case is usually based on this telephone report. The foster home which is chosen by our intake supervisor for a particular child is immediately alerted by telephone, and the Department of Welfare is then responsible for having the child taken to the home. Placements are usually made on the day we first hear about the child. Occasionally, there is time for our caseworker to make a preliminary visit to the child's home, but since we cannot

begin to accept all the children referred, it is necessary to choose the most serious and urgent cases. Our services are available all hours of the day and night, every day in the year. At 5 P.M. each day the list of available spaces in our homes is reported to a central office of the Department of Welfare for use during the night.

Since New York City has a number of institutional facilities for the temporary, emergency care of adolescents, we at Windham have specialized in homes for babies and children of early school age, taking older children only to prevent the separation of siblings. We do not accept children who have been adjudged delinquent. In our first eleven years we have cared for almost six thousand children and often accept as many as forty new children in the course of a month.

The Department of Welfare, when it urged the establishment of this program, suggested ninety days as the maximum length of stay for any child. This proved to be totally unrealistic, for emergencies do not reach a solution in any such tidy, mechanical fashion. The length of stay should be as short as possible, but should depend primarily upon each child's need and his family situation.

Special Demands of Emergency Care

Most of us on the professional staff of Windham came from long-term child-caring agencies, where we were accustomed to placing children only after careful and sometimes protracted diagnostic studies. We therefore moved into this new venture with more questions than answers, and I wonder now how we had the temerity to accept children for care when so many of the safeguards to which we had been accustomed were lacking.

* Given at CWLA meeting, National Conference on Social Welfare, Chicago, on May 13, 1958.

We soon learned that emergency foster care calls for knowledge, skill, flexibility, an adventurous spirit and a deep belief in the resiliency of human nature. As someone has said, social workers never work under optimum conditions and those who long to do casework in a beautifully controlled milieu do not belong in the field of emergency foster home care. However, I commend it to the adventurous. It sometimes seems that all too often the training of today, invaluable as it is, tends to dull the pioneering spirit which our profession still needs.

The sources of referral of children for emergency foster care are of the utmost importance, and there needs to be a close and understanding relationship between the emergency care agency and those agencies from which it accepts children. Without conviction that the referring agency is competent to judge the need, the emergency agency cannot act with confidence.

None of us can ignore the need for emergency foster care, but we can deplore its too easy use. Every possible preventive service should be provided to safeguard children from unnecessary precipitous separation from their own families. For example, I would like to see the development of a sort of flying squad of temporary homemakers, ready to move quickly, at times of crisis, into homes for very short periods—perhaps only three or four days—to give the referring agency a better chance to determine whether immediate separation is really necessary.

Homefinding in Emergency Care

We are often asked how we can find foster parents willing and able to take into their homes an ever-changing group of children about whom we can tell them very little—children who are often in extremely poor physical condition, present a great variety of yet unknown problems, and will stay in the foster home for an undetermined period: perhaps three days, perhaps ten months, or more.

You may wonder about the motivations of such applicants. Kline and Overstreet¹ state:

¹ *Casework with Foster Parents*, CWLA, Oct. 1956.

"The choice of foster parenthood is usually an expression of varying degrees of mature capacity for parenthood, the capacity and need to give love to a child, to realize one's own maturity; this in turn may be attenuated by a variety of neurotic motives of varying degrees of severity. It is the crucial balance between the healthy and the neurotic motivations in the parental functioning that we strive to evaluate in our selection and use of foster homes. It is unrealistic to expect to find many foster families free from neurotic motivations and needs, since the seeking of a child is usually, to some degree, the family's way of solving a conscious or unconscious problem."

We believe that this is sound philosophy in the study of any foster home. The unmet need which causes an applicant to apply for a child must be understood, and followed by the question, "Is meeting this need a positive step for the family? Can we channel it constructively?" Although this basic question, as it relates in detail to families giving emergency care, belongs to another paper, a few points which we have learned may be helpful here.

First, the approach to foster home studies needs to be very different. We do not say to prospective foster parents, "We will try to find a child to fit into your home." We say, "We have all sorts of children with a variety of problems who need homes, and you will have no choice except for limits as to number, sex and age which you and we will agree upon together." Applicants having very specific demands quickly eliminate themselves or are helped to do so. However, a surprising number respond to this approach. Many of our foster parents work best under pressure and are stimulated by a certain element of excitement in this. Some like to see things happen, to get tangible results, like some nurses who prefer to work with ill patients rather than with chronics or convalescents. Such foster parents find it easier to accept children and then let them leave. Some of our foster parents have had enough satisfactions of their own to be able to give up as well as to give. Some are able to relate to children, but not deeply over a prolonged period to any particular child. Some are afraid of the problems of adolescents, but can function well with younger children. With some of our foster parents the service motive

is strong. They are moved particularly by the thought of participating with the agency in service to children, a factor noticeable in a number of our Negro families. Many are challenged by the new in each situation and by the fact that, on the whole, we expect them to see it through. And always we must ask ourselves, "Can these needs be channeled constructively?"

We have successfully used the homes of widows and families of mixed religion. We have increasingly limited the number of children per home: The homes must not be pseudo-institutions. Then, too, we have found that in any temporary care program the foster homes need to be located within a small enough radius to be easily accessible at all hours.

Each year at Windham the number of our applicants has grown and, to our surprise, the finding and keeping of foster homes has not been a major problem.

Satisfactions for Foster Parents

What are the satisfactions for foster parents who embark on this admittedly difficult job? Our answer is that we expect much and so feel we must meet them more than halfway. How, then, do we do this?

By paying a comparatively high board rate, because we feel strongly that the amount of board offered is one measure of the degree of respect we have for their job.

By paying a subsidy. We pay 75 cents per day for each available vacant space. If a foster mother has three children, one leaves, and she wants only two for a few weeks, the subsidy for the third space is withdrawn until she can again have the unquestioning right to use it. In other words, the subsidy pays for availability.

However, our entire staff has agreed throughout that though the financial compensation is an important factor, it does not of itself compensate for the toll that work with our children takes, and, on the whole, is subordinate to several other factors: Most important is the very close way in which we work with foster parents—a team approach with much agency backing.

Each caseworker is located in a certain geographical district, and her basic case assignment is foster homes. She, therefore, assumes responsibility for any children

assigned to her homes. (Since we know very little about our children at the time of placement, it is impossible to assign the more disturbed children to the more skilled caseworker. This is one of the difficulties of an emergency care program.) Under such a plan the caseworker grows to know her foster families intimately, and visits far more frequently than is usual, averaging a visit every other week and more often when needed. Because she works in a limited area, she can more easily move from one home to another when unexpected children arrive or emergencies arise.

Foster families must be secure in the feeling that help is available at all times and everyone in the agency, beginning with the receptionist, must be geared to this.

There can be few, if any, inflexible routines or procedures. On one day several children may suddenly come into care and then none for several days, and caseworkers must be able to revise their schedules at a moment's notice. We have found that this does not need to spell chaos. The agency needs to be more heavily staffed at the supervisory level, for foster mothers must often turn to the supervisor when the caseworker is unavailable. At Windham foster parents can also obtain help over weekends, through the use of a telephone answer service.

We help foster parents to identify themselves strongly with the agency.

Children who come into emergency care are often among the most deprived and disturbed of the community. Many of them are unable to give foster parents satisfaction. As a result, acceptance and appreciation for the job they are doing must come from us. We are frank about the fact that they will have many discouraging times, but they know that we will share each problem with them. Typical of our foster mothers was the remark of one who had a schizophrenic child: "I'll bear with this even if it is hard. I'll be getting a different, easier problem later." Occasionally, a foster mother feels resentment over this very close working together, but the large majority evidently like it, for our families stay with us. Of course, we do not expect the impossible, but we have needed to transfer far fewer children than anticipated.

We arrange for any special services which the children may need.

These include psychiatric consultation or therapy, remedial reading and the use of special clinics. We pay for taxis and baby-sitters, when necessary, in order to make it possible for foster mothers to take children and participate in any of these services. Also, at times, we furnish basic play equipment and supplement the toys furnished by foster parents, because a constantly changing group of upset children can be very destructive.

There are other ways in which we try to meet foster parents halfway:

Instead of expecting them to bring the children to a central clinic we have a panel of 18 pediatricians who go into foster homes for regular examinations as well as to care for sick children. Each foster home has a pediatrician assigned to it, plus an alternate to call upon when the first pediatrician is unavailable. Visits are scheduled on a definite basis and reports mailed to the agency. This plan makes it possible for foster parents to remain at home. It spares them the need to spend long hours fighting New York's subway or traffic problems.

The pediatricians come to know each foster family much more intimately, we feel, than they could through a central clinic. They are a great supportive help to our families as well as to staff. This particular plan might not be feasible elsewhere. Each community must work out its own methods of meeting foster parents more than halfway.

Caseworkers can be easily burdened by a feeling of obligation and a need to apologize, usually silently, to foster families who "put up" with difficult children. However, if the agency does its share through adequate compensation and supports such as I have just described, we no longer need feel that foster parents do us a favor, and it becomes easier to develop a true partnership between the agency and the foster home.

Supervising Emergency Foster Homes

Direct casework with children is a vital factor in the success of any foster home program. I can mention here only a few points which are particularly pertinent to emergency care.

Except when children remain in care for only very brief periods, casework in emergency care agencies falls naturally into three general phases:

- the beginning phase, when the child is suddenly placed—often with little, if any, preparation;
- a sustaining period when no one may know what will come next or when;
- the final phase when the child is being prepared and helped to move on to a more permanent plan.

Because of the unpredictable nature of emergencies, there is no possible way to know in advance how many children will come into care on any one day. We have found it impossible therefore to keep a force of caseworkers free to make the actual placements. As a result, casework with the child starts in a most unorthodox manner: The child arrives first and the foster mother prepares him and

introduces him to the caseworker. This does have one advantage for, since the caseworker has not participated in the placement, there is less chance of the child's tying to her his negative feelings about his sudden uprooting.

The caseworker visits the foster home as soon as possible, hopefully within twenty-four hours, and at first returns as often as two or three times a week, if needed. By act and word she helps the child to see that she is the link between the old and the new in his life. The child may not even know what happened, may not have really heard what his parent or a neighbor told him, but the caseworker knows much of how he feels; knows, too, that he is usually preoccupied with two questions: "Why am I here?" and "What is going to happen to me?" In these first contacts she must refrain from asking questions to obtain an early diagnosis, for to children who have come into placement, often because of serious deprivation and abuse, premature questions may be only another form of attack. The caseworker does not ask him why he thinks he was placed, but explains the reasons in brief, uncomplicated language. She goes over this again with him later, sometimes many times. She knows that it is important to prevent repression of his feelings and that to free him to express his grief is therapeutically sound. Some children can take little bits of comfort, such as physical contact or the words, "I am sorry." Sometimes simple repetitions help: "I know it is strange here, but it will get better." Sometimes such small, tangible evidences as a candy bar will serve as the first slight step toward a relationship, perhaps the only step he can tolerate at the beginning. Definite statements as to tangible ways in which the caseworker is going to help immediately may mean much—such as, "I will go to the hospital this afternoon and come back tomorrow and tell you about my visit with your mother."

In most emergency cases the own parent has had little, if any, opportunity to participate in even a rudimentary intake process and the sooner he can be drawn into the picture, the better. We would urge a very early visit to the foster home by some close member of the family. The retention of ties to his past is vital to a child if he is to keep his identity, and the sooner he sees and feels

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a connection with his past, the sooner he begins to lose his feeling of being abandoned.

In the beginning phase foster parents need much casework help in coming to understand the vast difference in every aspect of living between the child's past and his new home. They must be encouraged to move very slowly in their efforts to change the child's habits. They need to learn the importance of freeing the child to show his hostility and the danger of giving false comfort, an almost irresistible temptation when a child is suffering from an extremity of deprivation, loss or abuse.

Agency-Foster Home Teamwork

We would wish for any child in emergency care the boon of moving on to a more permanent plan before he puts down roots in the emergency home, but this is not always possible. Here the team feeling between agency and foster home proves its worth. The agency does not work behind the scenes, but shares problems and reasons for delays with the foster mother and, in simple terms, with the child. The child's uncertainty about his future forms one of the hardest problems in emergency care. It helps him to know that he is wanted by his foster parents and his caseworker until a better and more permanent plan can be made for him. Since he was probably rudely uprooted when he came he fears a repetition of this frightening experience, and must be assured and reassured that next time there will be a chance to talk together about what is going to happen to him.

In emergency care foster parents experience over and over again the breaking of ties as children leave them, and with casework help they increase greatly their ability to help children through this period of ambivalence and uncertainty. Gradually, the foster parents learn to handle their own feelings and to share with the caseworker any doubts about the plans being made for the child. It is the agency's responsibility to prevent, if at all possible, a precipitous removal, for careful preparation is invaluable for child and foster parents alike.

Emergency foster parents, being human, may suffer deeply over the loss of a child, particularly if he has stayed too long. Here again, their closeness to the agency means much to them, for their feelings are respected and they are given much recognition for a job well done. Often it helps, too, to know that

some new child, in desperate need of care, is waiting to come into their home. Both foster families and children find it much easier to bear the separation if after the actual departure the tie between them can be tapered off gradually. Whenever possible, this should be arranged whether the child returns to his own people or moves on to the care of another agency. Inevitably, however, there are times when foster parents, in spite of the agency's help, suffer so much from the loss of some particular child that they cannot continue in this sort of program.

Conclusion

No emergency care program can succeed in a vacuum. Without a variety of facilities for the children to move on to, the emergency agency bogs down and becomes a depository for those children who present the gravest problems. Many children can return safely to their own homes only with supportive help from a family agency or a day care center, or in cases of certain disturbed children, a day care treatment center.

As a professional group, it is our responsibility to work endlessly for better and more varied facilities to meet the individual needs of those children who must move on to more permanent forms of foster care. We need to experiment further with group homes for adolescents. Agency-owned homes are needed for large family groups, children whose disturbed, aggressive parents need more controls than are possible in the average foster home, and disturbed children who, without such facilities, would move through a long series of unsuccessful foster home placements. We need more treatment centers, but perhaps first of all we need more foster care agencies with the vision to see beyond the child's problems to his potentialities, and the willingness to gamble on the little islands of strength which most children possess.

Social workers used to move ahead because they were too ignorant to know the risks. Now our knowledge sometimes makes us see so many problems that we are afraid to move. Henry T. Heald, President of the Ford Foundation, summed up what might well be basic philosophy for us all.

"Both blessed and bewildered by our knowledge and blind to what we do not know, we create our own complexities. This, I submit, is not bad, so long as we do not let the complexities overwhelm us. It is good so long as the problems that result challenge, excite and inspire us. For the solution of problems is the essence of progress."

A NEW CONCEPT OF INDEPENDENT BOARDING

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The author holds that working with parents through reaching-out casework can change independent boarding from a necessary evil to a respected and valuable community resource.

INDEPENDENT boarding homes¹ have in many parts of the country been a thorn in the side of social workers. Children have been uprooted from their homes without any preparation for separation, and become increasingly more disturbed as they are placed and replaced by their parents. Why, we have asked ourselves, don't these parents turn to an agency for help and protection for their children throughout this difficult process? A variety of answers has been proposed: These parents are people who had refused community resources made available to them in the past. When they have come to an agency asking for placement, their demands have seemed so unrealistic that the agencies refused service. Some refused to take advantage of the agency's offer of foster home care. Social workers have reluctantly concluded that such parents do not want help, and therefore are untreatable. Unless there was evidence of neglect calling for protective service, the agency felt that nothing could be done.

Out of our feelings of frustration and helplessness at seeing children suffer, we have searched desperately for some solution. Many leaders in the child welfare field have suggested that independent boarding homes be closed—that is, made illegal. In considering such a proposal it is important to ask if we really know why parents place their children independently. Contrary to the belief that they are "untreatable," we have found that many of these parents have more strengths to plan for themselves and their children

than many clients who place their children through an agency. Given help at the level on which they are operating, they have ability to utilize it in behalf of their children. True, there are parents who use independent boarding homes as a means of avoiding responsibility. They try to find a resource where no questions will be asked, knowing that an agency would urge them to face what was happening to themselves and their children. Thus a parent's independence or determination to do things for himself may be a sign either of weakness or of strength.

All enlightened child care agencies believe that parents should participate as much as possible when their children are in foster care. They attempt to involve parents in plans for clothing, medical care, choice of foster home and visiting arrangements. However, it is not always possible to incorporate this belief into practice. Realistically, agencies have only certain homes available which meet the needs of a particular child, have their own medical program and do sometimes limit visiting contrary to the wishes of the parents and the needs of the children. Also, staff shortages sometimes make it difficult to provide the skilled and time-consuming help necessary to good placement procedure. Parents who do not accept these limits will search for a kind of placement more nearly fitting their conception of what they and/or their children need.

What, then, is the answer? We have two groups of parents: Those who have more strength, less emotional impairment, and more to give their children and are receiving no service because "they do not want help," and those who are inadequate and have previously resisted agency help. The answer is really not so difficult. If we look beyond

¹ An independent boarding home has traditionally been considered as one in which children are accepted to board directly from their own parents, independently of any agency. All arrangements are made between foster parents and parents.

certain preconceived notions of what placement must be, we can be more helpful to parents using agency foster homes. Being aware that some of their objections to agency practice may be valid, we can try not to rely on such crutches as "It's the rule." Rather we could help them see why they cannot do what they and we might wish. At the same time we must give up some of our unfounded attitudes.

Casework as Part of Licensing

No agency has ever become involved in licensing independent boarding homes without being challenged by the community. On the other hand, agencies have frequently felt that there is little protection for children to be gained from the mere licensing of a boarding home. Therefore, they have at times found themselves hard put to give an adequate explanation to the community about this service which they themselves question. However, if *service* to parents using "independent" homes and to independent foster families is an integral part of licensing, we can say to the community that every child away from his own home has a right to casework service.

We must help the community realize that, much as parents may want to carry the total responsibility for their children, the very fact that the child has to be cared for away from home and that the parent has to ask someone else to carry some of his parental responsibilities creates problems. These problems may require the help of a person with special training and experience, and with the perspective which a most intelligent and well-intentioned parent may not have, under the circumstances. Needed services should be available to all without discrimination.

Offering casework service to parents using independent foster homes and to the foster parents may be a new concept in this type of care, but it is certainly not a new concept in casework. If a parent wants an independent boarding home, we should not try to convince him that he should not place his child independently. We should instead present

alternatives that he might want to consider. This enables him to choose what he really wants, rather than to make a decision based on his need to assert his independence in the face of seeming criticism.

The licensing agency considers with the parent what is involved in placing his children in any foster home, to make sure that his decision to place is well founded. As he sees the worker help him with his plan, his strengths are supported. The placement and following contacts in the foster home naturally include the caseworker, who is not seen as someone who has tried to "take over."

Many times, however, we do not know parents until they have already placed their children independently and problems are brought to our attention by the foster parents. To serve these parents successfully we cannot sit in our offices waiting for them to come asking for help. This will never happen—but it does not mean that they do not want or cannot use help, once they understand what it is. If we go out to these parents in their homes, meet them at lunch hour on their jobs, see them in the boarding homes, they discover that we care and we reinforce our belief that they are concerned about their children. The social worker and the parent can then begin working together. When the parent avoids the worker, as frequently happens, the worker is prepared. He makes himself available to the parent, going out to him even though the parent says he does not want help. Many parents can find out what help means only through experiencing the worker's sustained interest, even in the face of their own seeming resistance.

If it is true that foster parents board independently because they do not want to be involved with agency rules and regulations, how do they come to view the social worker as a helping person? The situation here is very similar to that with natural parents. Good independent foster parents—those who are or can be licensed—do not want to be so independent as the name implies. They have a genuine concern for children and welcome help with the same frustrating kinds of problems which agency foster parents face, plus

additional ones caused by the special nature of independent boarding.

Evaluating a Licensing Program

At the request of the private agency which had previously licensed independent homes, the Summit County Child Welfare Board² agreed to take over the independent boarding program in 1954.³ Glenna Johnson summed up the private agency's thinking.⁴ She concluded that such homes were not necessary and, if not "evil," were in general operated to the detriment of children. After describing problems which arise in independent placement, she said, "The agency found itself deeply concerned about the welfare of these children and yet powerless to act on their behalf unless the parents ceased board payments. . . ."

She then explained that if a child is placed through the agency, a skilled worker can help parents decide what they truly wish for their child. Frequently adoption is seen as the best answer. But the parent who has sought and used independent placement is likely to have hesitated to use agency services, because of his fear or his inability to share and to involve himself in accepting help. Neither is the foster parent helped to understand her role or responsibility.

Against this background, our agency agreed to assume responsibility for the independent program. The only state then attempting to give service to parents using independent homes was Michigan. As a first step a three-month survey period was set up to determine how many independent boarding homes

existed at a time when there were twenty licensed independent homes. The United Community Council planned extensive newspaper publicity to inform the public that a license was required and to tell independent boarding parents that the agency expected applications from them. The response was so overwhelming that the survey staff found it impossible to follow up on all the leads. Arising from the survey was the basic hypothesis that parents using independent homes could be helped, and that most foster families qualifying for a license to board independently were genuinely interested in children. This hypothesis was tested and retested during the next three and one-half years.

Comments from leaders in the child welfare field have ranged from "We do not believe in independent homes" to statements urging that casework services be made available to all children in independent homes. To say merely that we do not believe in these homes is to close our eyes to the problem that private agencies have been forced by inadequate budgets to limit service, that in many communities children in independent homes are not eligible for public agency service because their parents can pay for their care, and that many parents who are able to plan for their own children do not want or need an agency to take the responsibility.

Dr. Yeager recently came to the agency for help. When the worker prepared to take the names of the "orphans" he had mentioned, he stood up, ready to bolt out of the office. "If you're going to make them a case I'm not telling you one thing," he said. Eventually he told his story, but refused to give any names until the worker had promised that unless circumstances changed no "case" would be made on the children, who were his niece and nephew. They had been placed by their father with a financially grasping family, and could not be moved without breaking the father's will. When Dr. Yeager saw, however, how licensing could be used as a tool with this family in spite of the will, he began to think he could do business with the agency.

Dr. Yeager was helped to find a licensed independent home, interviewed the foster parents and exchanged references with them. He followed the worker's advice on taking the children for visits before the move and called one day to say with surprise, "You must be a mind reader; you anticipated the kids' reactions right down the line."

² The Summit County Child Welfare Board is a multiple-service agency offering a large foster home program, institutional care, protective service to children in their own homes, homemaker service, intensive casework for very disturbed children, adoption services for infants and older children, and the independent boarding home program.

³ According to Ohio law, such homes must be licensed by the local child care agency.

⁴ Glenna Johnson, "Are Independent Boarding Homes a 'Necessary Evil'?" presented at Ohio Welfare Conference, 1950. pp. 1-9.

Once parents really decide that they want placement, they will get it independently if they cannot do so through the agency.

Mrs. Martin, at twenty-two, had had her sons in independent placement for two years. She had requested placement through an agency, but was refused on the basis that agencies do not place children so that mothers may work. She then placed her children independently. The placement offered stability to the children and they appeared relatively well adjusted. Under family pressure however Mrs. Martin took the children home, but became terrified because they were running the house. The independent worker, who had continued her interest after the children returned home, offered Mrs. Martin an agency home. She was grateful and her children have been in an agency foster home for almost two years. Mrs. Martin in the meantime is maturing, learning some of the reasons she had so much trouble and hopes eventually to have her children with her although she admits frankly that she has a long way to go.

This woman would have been willing to accept service from the agency earlier, but the agency was not convinced that placement was the best plan for the children. Perhaps it wasn't. However, even though the agency could not participate in a plan they considered bad for the children, this mother should have been offered continuing service.

Foster Mother as Part of the Team

In our early contacts with independent foster families, we did not know how they would react to the agency's offer of help or how they felt about their job. We wondered to what extent they would relinquish some of their previous functions as "consultants" to the parents to a social worker. We learned that independent boarding parents face many of the same problems as do agency foster families. They may become possessive of children, resentful of own parents, threatened by the social worker and anxious to preserve the status quo. However, the worker is not in the all-powerful position of giving and taking children, so that the foster mother frequently feels freer to give information and to follow the worker's suggestions. Draza Kline and Helen Overstreet clarify this concept:

"... it is the final authority vested in the worker which causes the foster parent to unconsciously see her as the original parent. She is not only in the position of

giving a child but also can punish by criticism or removal of the child."⁵

After the home studies were completed there was real evidence of independent boarding mothers reaching toward the agency for help. "Alice has been biting me and I can't understand what would make her do it"; "Just thought you might like to know that Mrs. Hadley is moving Jamie again. What's ever going to become of that child?" Most of these calls showed concern for the children involved and a recognition of wanting and needing help. They made us aware how these foster families could be used to help parents. When parents no longer had arguments in front of the children, took them to the doctor as foster parents requested, and began spending more time with them, boarding parents became more enthusiastic about the social worker's help.

Many boarding parents are happy that they are no longer solely responsible. They are encouraged not to become involved in the personal problems of the child's parents, and are asked to let the social worker take over the task of helping parents. At the same time they are given an important job—that of liaison person and interpreter—to replace their previous activities. Convinced that the agency can help, they are able to explain the service to parents. In most instances, however, unless the worker has "sold casework" to the boarding mother, it is almost impossible to reach the natural parents.

Mr. Jason was obsessed with the idea that he must find a way to force his wife to come back to him. Talk about his efforts was upsetting his sons, ages three and five. The boarding mother began to talk with him about seeing the independent home worker. At first, he said he wasn't taking any chances on losing his children, but as the foster mother was able to explain the services Mr. Jason came to the office. "I gotta show the kids I'm trying to bring their mother home; I gotta keep them from hating me," he said, obviously upset. When Mr. Jason was helped to see how he was unwittingly upsetting his children, he stopped this behavior.

⁵ Draza Kline and Helen Mary Overstreet, "Casework with Foster Parents," prepared for presentation at National Conference of Social Work, St. Louis, Missouri, May 24, 1956, p. 3.

Both Mr. and Mrs. Jason came to see the worker over the next eighteen months. Eventually, at the request of the worker, the boarding mother told the Jasons she felt they should let the agency place their children. The worker helped both parents to see that, because of their tendencies to use the children against one another, the agency should ask the court for custody, for the children's protection. Both agreed. Jerry and Ronnie are adjusting very well in their agency foster home. They are not seriously damaged today, but they might have been.

Recognition for Boarding Parents

We have used every opportunity to honor these boarding parents for their service. They are invited to the agency foster parent tea, where they are recognized for their help to children. They also receive agency publications and cards on Christmas and Mother's Day. Whenever these people do a good job in explaining agency services to a parent, the worker tries to emphasize that without their help she would not have been able to reach the troubled parent, and how important their continued support is to children using their home. These boarding parents are proud of the job they are doing, and do not feel that they are any less interested in children than people boarding for the agency. Some of them have boarded for agencies and have turned to independent boarding for financial reasons or because it was hard for them to accept agency limitations. Although some of them do make a "profit" from boarding, which agency foster families do not, it would be more realistic to say that parents pay them for their time and effort as well as for the child's maintenance, which, unfortunately, most agencies cannot afford to do.

Increasingly, independent boarding parents feel that they cannot sanction unapproved practices among other independent boarding families. They feel a real responsibility to "live up to my license." Recently, two families asked if the agency would sponsor a seminar for those boarding independently.

Several families control the parents and children, and are doubtful of the worker's value. These have been or are being "eased out" because they find it hard to give good service. The agency has a right to revoke a

license if a family gives poor care to children. However, most of these families have eventually given up boarding on their own because of their gradual realization that they could not do what the agency asked of them. There have been several cases in which license was denied and the family threatened with prosecution if they did not discontinue boarding. There are still families boarding children without a license. However, as more and more parents refuse to place their children in other than licensed homes, these people are being forced either to stop giving care or to apply for a license. Some of them are good foster parents who had misconceptions about licensing. Others knew they could never be licensed and had lived on the edge of the law. Those boarding parents who want to "go it alone" are receiving pressure not only from the agency but also from other boarding families.

Reaching Out to Parents

Our experience with parents using independent homes indicated that they wanted help, even though they could not initiate contacts with the agency. Therefore, we "reached out" to them and offered service on terms which they could accept, respecting their right to remain independent. "Assertive casework" connotes an assurance within the social worker himself that, by virtue of his professional ability, he has something to offer, and wholeheartedly wishes to make it known to those who do not know about, believe in, or want [it]."⁶

Betty Jenks realized after a year that she had made a mistake in keeping her baby, but "couldn't go back to the agency and admit how wrong I'd been." Instead, she told the independent boarding parents that they could have the child. Without telling Betty, they gave the baby to a childless couple, much as one would give away a stray kitten. Not until they learned that this couple was having marital trouble did they tell the worker everything. When the worker reached Betty, she was willing that her child be placed through the agency.

Six children in independent homes, who came to the agency's attention when they

⁶ Jeanette Regensberg, "Reaching Children before the Crisis Comes," *Social Casework*, March, 1954.

were "psychologically abandoned" by mothers who had previously been determined to keep them, have been placed for adoption.

It is not always easy to reach out. Sometimes we must be quite assertive, however, because we know it is our only chance to save a child.

Natalie, twenty-one, had just had her third illegitimate child. She had not kept the first two. "The agency will get little Bonnie over my dead body," she told the worker who visited her in the hospital after learning that she planned to place the child independently. Natalie was proud of her promiscuity and the fact that she had successfully "gotten rid" of four babies by self-abortion.

Because it was impossible to get custody of this child on the basis of Natalie's past behavior, it became a waiting game. The worker began "dropping in" every week or so. Eventually, Natalie began to accept the visits as inevitable and to joke about them. After three months she asked the worker to come over right away, because she was having a lot of "mental trouble." She revealed that she had recently placed the baby with a young couple who could not have children and had signed papers. Now she wanted the baby back. Because she had made this illegal placement, the agency was able to get custody of the child. By this time Natalie had become resigned to giving up the child.

How many caseworkers, after months of work, have seen an unmarried mother make a poor plan for herself and her baby? The worker serving independent homes comes into contact with many of these "untreatable" girls after they have had a chance to find out what it is really like to be solely responsible for a child. Time and repeated difficulties bring home some ideas that seemed unreal and overemphasized when discussed earlier with the caseworker. Girls, who once clung to their babies, can frequently be helped to place them through an agency rather than illegally, if the worker goes out to them.

It has been our experience that only a few parents using independent boarding care can see the value of following through on referral to another agency. This does not mean that they cannot use help, but that the agency serving the child should give the parents service too. As one father who was receiving marital counseling from another agency recently said, "Somehow it just makes more sense to me to talk to you about

Jeanne; after all, you know the people she is with and what's happening there."

Prospects for Independent Boarding

Most agency executives will not receive suggestions for new case finding techniques with much enthusiasm. The problem today is how to stretch services to help all those who come knocking at our doors. Despite this, does it make sense to withhold service from a certain group on the false premise that they do not wish service?

Since October 1954, when our independent program took shape, we have served an average of 250 children who were not under the direct care of the agency. Ninety-five children have come under direct care through the independent program. The adoption placements of five of these children have become final. Four others are in adoptive homes. Of the remaining eighty-six, thirteen are now in agency foster homes, thirty-eight in independent homes. Twenty are back in their own homes, one in Children's Home, ten with relatives, and the whereabouts of four unknown. The agency has permanent custody of nine of these children, temporary custody of eight, and is serving the others on a voluntary basis. This small cross-section of the total picture is the result of limited coverage, three-fourths of the time of one worker.

It will be of interest to the budget-minded executive that, of the ninety-five children coming under agency care, in all but one case parents continued to pay as much in support as they had previously and in several cases, because of pressure exerted by the agency, have paid more. The agency has asked for additional funds for the past three years for this program. They have received them because the community was convinced that it was necessary. Also there have been substantial grants from the Federal Child Welfare Services.

Neither social workers nor the community can afford to ignore the vital role which social workers must play in all child placement. If we can honestly admit to ourselves that by poor social work practice we have inadvertently been a party to the uses and

abuses of independent boarding homes in the past, this is the first step towards doing something positive. We can only speculate as to how long it will be before agencies can expand their facilities to offer foster homes to all children in need of placement. Should this day come, the problem of independent placements could still not be solved unless agencies redefined their boarding programs.

How far casework service in the independent boarding home program can be expanded depends directly on the amount of support the community will give. We have found this can well be sold to the community. The newspaper has supported it one hundred percent. Americans like the idea that all children in need of service should have it, and that parents may plan "independently."

COMMENTS: LICENSING AS MINIMUM SERVICE IN INDEPENDENT BOARDING

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THERE is so much in Miss Ryder's paper that I would like to support with enthusiasm, develop further or illustrate with additional examples that I find it necessary to remind myself sternly that I have been asked to comment, not to write another paper.

Miss Ryder's conviction, growing out of the experience of the Summit County Child Welfare Board, is that parents placing their children independently can and will use casework help if it is available to them, and that most independent boarding parents who qualify for a license are genuinely interested in children. Michigan's experience in developing services for independent boarding placements strongly supports these conclusions. We have become convinced that most parents, whatever their problems, really want what is good for their children. They willingly accept the worker's help, if it is given in a way that does not take from them what they feel to be their right and privilege as parents to plan for their own children. We have come also to have great respect for the strengths of independent boarding parents—their ability in most cases to share parental responsibilities with the natural parents and to meet the needs of the children placed in their care. We have found from experience,

as has Miss Ryder, that they as well as the natural parents usually welcome help from the worker.

We also have come to believe firmly that casework service for parents using independent boarding care and for foster parents should be an integral part of the licensing service. Miss Ryder does not discuss the process of licensing in and of itself, but she would, I am sure, agree that the evaluation of a foster home and the issuance of a license authorizing it to care for children needs the same high degree of professional skill as the evaluation of foster homes to be used by a placement agency. We believe that use of professional skill in the licensing process is the minimum service which should be available to all independent foster homes.

The licensing service is based on statutory authority: no foster home may legally accept an unrelated child for care without the sanction of a boarding license, and no parent may place his child in an unlicensed home. This authority is the licensing agency's reason for entering into the situation, a reason which is usually accepted readily by parents and foster parents. In fact, as Miss Ryder has found, foster parents take pride in the service they are giving, and consider the license as

evidence that it is approved by the state. Licensing as protection for children and assurance for natural parents that the home meets at least the minimum standards required is the minimum service which must be available in every independent boarding situation.

Going Beyond Licensing

But no professional staff engaged in licensing, having seen the problems for children, parents and foster parents inherent in the separation of children from their own families, could be content with a service which does not, when necessary, go beyond evaluating the home and issuing a license. Furthermore the community, whose agents we are, would not wish us to shut our eyes to the damage which can be done children by unwise placement, even in homes which meet licensing standards, or to ignore the requests of parents and foster parents for help. Miss Ryder speaks of the support given by the community in Summit County; in Michigan, as one result of a statewide study of foster care needs made for a legislative committee, the licensing act was amended to require independent boarding families to report to the licensing agency within forty-eight hours whenever a child enters or leaves the foster home. The intent of this amendment was to give the agency information about children in independent placement so that better service could be provided for them.

The licensing process, which is the minimum service available in every independent boarding situation, offers the opportunity to evaluate the need for additional services. Sometimes the placement seems to be working out satisfactorily for everyone and no further service is asked or needed. Often, we find situations such as those Miss Ryder describes in which there is obvious need for further casework service to protect children, improve the foster care situation for them, or re-establish them with their own families. Whether all parents wishing to place their children and all foster parents need and will use, or can be required to use, casework services beyond the minimum involved in

licensing is perhaps debatable. But in the present stage of development of the independent boarding home program this is an academic question, since much more help is needed, in fact is being demanded, than our present staff can give.

Miss Ryder's comments on the values for parents in choosing the boarding home for their child and making their own arrangements with the home raises important questions for placement agencies. There is no doubt that agency policies and practice often do not give sufficient recognition to the strengths of parents, and to their right to use these strengths in planning for their own children. I sometimes wonder if the agencies' tendency to take over responsibility from parents doesn't go back to the days when most children in foster care were orphans.

Conclusion

All of us who, out of our experience, have developed a conviction—with perhaps a touch of missionary zeal—about the importance of independent boarding homes in the child welfare field are delighted to have attention directed toward them. To say that they should not exist is to ignore reality. Undoubtedly one reason for their existence is that there is not enough agency service, or that such service is hedged about with restrictions which parents cannot accept. But perhaps they exist also because some parents and their children find values in the direct relationship between parents and boarding parents which even the most flexible placement agency would find it difficult to provide.

In Michigan, in spite of much effort to encourage the use of placement agencies, one-third of the children in foster care are in independent homes. A similar situation would, I am sure, be found in other states, if similar efforts were made to find and give service to children in independent placement. In terms of the number of children involved as well as of the problems presented, development of better service for these homes and for the parents and children using them should be a matter of urgent concern to everyone interested in the welfare of children.

THE USE OF ADOPTION RESOURCE EXCHANGES*

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The author discusses the development of state adoption exchanges, and prospects for developing a national exchange.

THE ADOPTION resource exchange has been defined by the Child Welfare League as "an organized means of exchanging information among agencies about children for whom they have difficulty in finding appropriate homes, and about adoptive applicants for whom they have no suitable children." Although most of the existing exchanges began in 1949 and 1950 with this basic purpose, no great impetus was given to the idea until the 1953 National Conference in Cleveland. There the Ohio Adoption Exchange Advisory Committee and the League co-sponsored a meeting, inviting all state departments of public welfare and adoption agencies to send representatives to discuss the possibility of a national adoption exchange. A committee was appointed to keep the idea alive and to stimulate either the League or the United States Children's Bureau to do something about it. In 1955 the League received a grant from the Field Foundation to determine whether such a national exchange was a sound idea.

In the fall of 1955, there were six state exchanges in existence in New York, Virginia, Texas, Alabama, Tennessee and Ohio. None of these worked similarly, but all had the common purpose of getting agencies together which had children and families who might fit each other. This provided not only more placements, but also earlier placements than might have been expected otherwise.

The fact that only six states had made efforts in this direction soon made it plain that there could be no thought of a national exchange until more states were willing to set up statewide programs. It was also obvious, from talking with people throughout the country, that each person had a different

idea of what an exchange was, how it operated, and who would be responsible for it.

In 1956, a committee was set up to work out a guide,¹ based on the experience of those who had used and operated an exchange, to help other groups of agencies. There could be no uniform plan, and yet if agencies could learn from the mistakes of the existing exchanges they would save time, pain and energy.

How an Adoption Exchange Works

The first requirement for the operation of a successful adoption resource exchange is the willingness of agencies to take responsibility for referral of adoptive homes, as well as of children:

In a southwestern state where there is a dearth of Catholic homes for Spanish-speaking children of all ages, the state exchange received a referral of three Latin-American children, aged ten, six and five, who needed to be placed together in a Catholic home. Usually, it is difficult enough to place one Spanish-speaking Catholic older child in this area, but the prospect of placement of three children, ranging from five to ten years of age, seemed insurmountable.

About six or seven months later, however, a Latin-American Catholic family wanting two children was referred. The adoptive mother did not speak English, but had an eleventh grade education. The adoptive father had no formal education, but had learned to read and write through his own efforts. They had an extremely modest cash income, but owned a small farm and produced much of their own food. The worker at the adoption exchange, after looking over all possibilities, decided that this home might be worth considering, since it was apparent from the information she had that it could offer substantial emotional security to children, even though it might lack some of the material comforts of life.

The exchange worker suggested that this home be explored for the three children, and got in touch with both agencies about it. After exchange of records and much correspondence between the agency which had a home available and the agency which had the children, the children were discussed with this family. Since they lived several hundred miles apart the agency responsible

* Given at the New England Regional Conference, Boston, Mass., in March 1958.

¹ Planning and Operating an Adoption Resource Exchange, Child Welfare League of America.

for the children offered to pay the couple's transportation to visit the worker and the children, and if placement worked out, the children's transportation costs to the adoptive home. The couple hesitated, but finally agreed to this suggestion if the agency would accept repayment when there was a good crop. Agreements were finally reached, the trip was made, and extended because the family became snowbound while visiting the children. This served a good purpose since it gave the children and the couple a longer time to get acquainted. After due consideration the children were placed with this couple, and a year later all indications were that they had a secure, permanent home.

Many agencies feel they can study only the homes which are most apt to fit the children they have ready for placement. Participation in an adoption resource exchange means that this policy must be broadened, at least to allow staff time to study those homes which seem to offer special resources and to be able to take the kind of child for whom it is difficult to find a home. Many agencies are afraid of the additional work and pressures. However, if the exchange is literally an exchange they may be relieved of some of their own children at a later time, through some other agency's willingness to study an unusual home.

No one expects or assumes that an agency will refer a large number of homes. Homes such as the one described above are much too rare, and we cannot afford to let them pass when they have so much to offer children. But the scarcity of these homes also means that at no time would there be a large number for which any one agency would be responsible.

Need for Imagination and Flexibility

The professional staff of the exchange, as well as the agency staffs, must have imagination and flexibility to see possibilities where none seem to exist. Ordinarily, we consider it the adoptive parents' responsibility to finance their own trips, since this is a part of being sure that the couple wants a child. And if a family is marginal financially, is it ready to assume the financial responsibilities for three children? In this case, the agencies were willing to break the ordinary rules after evaluation of the family and the needs of the children, because this was an unusual case.

The concentration of adoption agencies on

their own program and the pressures under which they work tend to prevent their looking toward broader horizons, and they become fearful of participating in inter-agency placements. However, a willingness and desire to communicate and share resources with other agencies is a basic factor in the operation of an adoption resource exchange.

Usually, when agencies begin to discuss the possibility of an exchange efforts are tentative, and some agencies are particularly reluctant. Agency representatives attend committee meetings to discuss an exchange, but ask a great many questions because they are anxious about the different levels of adoption practice and the kinds of responsibilities they will be expected to assume. Often these are the agencies which anticipate that they will have many additional children placed in their homes, leaving fewer resources for their own children. These questions are very real, and must be given full consideration. They must be brought out in the open and recognized, and thought must be given to their solution. Certain problems are resolved only in practice, and the experience of other exchanges must be considered.

Adoption exchanges have found that, while agencies worry about differences in practice and the influences of poor practice on their staffs, this has not proved to be an insurmountable obstacle. There will be differences in practice but usually these are not irreconcilable, and agencies tend to learn from each other. When the focus is on discussion of a particular child and a particular home rather than on agency philosophy, decisions are made on the basis of what is sound in the specific situation.

Having decided that they can place children who were previously thought unplaceable, agencies have modified some of the criteria for adoptive parents and determined what principles cannot be compromised, and to which ones only occasional exceptions can be made. No one has a corner on all good ideas, and so long as decisions are made on the basis of what is best for the child and the family, we need not worry so much about policies and practice.

Need for Inter-agency Communication

Agencies must be willing to communicate with each other and trust each other. They must also have confidence in the person operating the adoption resource exchange. The League committee felt strongly that the adoption exchange should be administered by a professional person, experienced in adoption. Only with such experience can imagination be used in considering referrals. It is only through confidence in the person administering the exchange that agencies will be willing to participate and submit their material for scrutiny.

A problem which has arisen in several different states is best illustrated by the following situation:

Through an adoption resource exchange, two agencies were brought together, one having a good adoption home and the other a ten-year-old boy ready for adoptive placement. The two agencies corresponded, exchanged records and finally decided to approach the couple about this child. The couple was interested, visited the child and finally the placement was made.

A few months later the boy was returned by the adoptive parents because it appeared he was really not ready for adoption. He presented many more problems than had been anticipated and appeared to be a very disturbed child. The agency supervising the adoptive home agreed to place him in a foster home while continuing to work with him, because they had resources which might help with his emotional problems so that he could benefit eventually from permanent family ties.

Five years after the incident occurred, I found that the agency which had had the adoption home was still upset about the poor evaluation of the child by the other agency. They had decided that they would no longer use the adoption resource exchange. In trying to evaluate what happened, this agency finally admitted that they had had questions about this child's readiness for adoption at the time of placement, but hesitated to question the other agency. Also, there was no pre-placement conference, and some of the questions which they might have been able to ask in a face-to-face meeting they did not think they could ask in writing. Since there

had been no communication with the adoption exchange, the exchange staff was unaware of the problem which had arisen.

Unless agencies are prepared for the fact that questions will come up when considering a specific child for a specific home, and that they do not reflect on the agency's competence, there will be many examples like the one mentioned above. The same principles which are applied to an agency's own adoptive placements should be applied to those made between agencies. Almost all agencies would have a pre-placement conference between the person who studied the home and the person responsible for the child. This is particularly true in the cases of children who are more difficult to place. Even though the placement may take longer and be somewhat more complex, sound adoption practice must apply in every adoptive placement, no matter where it takes place.

The adoption exchange idea has spread from the original six, until there are now nine exchanges in operation in the United States, and three in Canada. Nine other states have indicated interest in the plan, and consultation has been given, either through correspondence or in person. It is difficult to say if, or when, these nine states will be ready to operate an exchange. It is a plan which requires a great deal of thought and consideration before implementation.

Prospects for a National Exchange

There is a growing conviction about the need for a national adoption exchange. However, the League does not anticipate that one will be established in the immediate future. Not only is it unsound to base a national exchange on so few statewide exchanges, but agencies must learn to work together within their own geographic area before attempting to work across state lines. Also many legal difficulties must be considered in making interstate placements.

The philosophy of a national exchange is that the children for whom it is difficult to find homes will vary in different parts of the country. For instance, a state with a small Negro population centered largely in one

area may not be able to place a Negro child from that area because the child could be easily identified. However, that same state might be able to offer a home to a Negro child from another part of the country. In some areas, prejudices are such that it would be impossible to find an adoptive home for a part-Indian child.

For obvious reasons a national adoption resource exchange will work through state exchanges rather than individual agencies. Therefore, until there are more state exchanges and greater understanding of the national plan, a national exchange is not feasible.

Certain by-products or secondary gains may result from operation of an adoption resource exchange. Some of these are:

- better agency relationships;
- broader scope of adoption practice among participating agencies;
- increase in the perspective of agencies through their contacts with others in the field;
- additional economy, because the exchange will provide homes for children sooner and will enable placements of some children who might not otherwise find permanent homes.

In addition, we can hope for more discrimination in evaluating adoptive applicants, and improved public relations because of additional resources for children and applicants for children.

The function and purpose of an adoption resource exchange should not be confused with a supervisory responsibility toward participating agencies, nor is the exchange a panacea for the problems of those agencies which lack resources for children. An exchange can operate effectively only if it concentrates on the function of exchanging information about children needing homes and families wanting children. It can be used successfully only as an additional resource, not as a substitute for adequate staff or competence in the adoption field. Unless an agency is willing to explore all of its own resources prior to referral to the exchange, it has not carried out its full responsibility. However, when agencies are aware of their responsibilities and are convinced of the need of these children for adoptive homes and of the possibility of finding adoptive parents willing to take them, the exchange can be effective.

The Edith Lauer Award

An Edith Lauer Memorial Fund has been established by the executors of Miss Lauer's estate, to be administered by the Child Welfare League of America and to be used annually to further the cause of child welfare. To find an appropriate tribute to the memory of one whose life exemplified dedication to the well-being of children and who was deeply committed to the goal that "children should profit from the knowledge and skills of social work, medicine and the social sciences" was not simple. A committee of League Board Members gave a great deal of thought to suggestions made by friends and colleagues. The spirit of Edith Lauer—musician, writer, social worker, humanitarian—pleads that the activity provide a stimulating experience which will deepen the commitment of the participants to more effective service to and on behalf of children.

To further this end, it was decided that a lecture, institute or seminar would be offered in different parts of the country to various regional conferences—activities which would otherwise not have been possible—and the content made available to the entire field of social work through appropriate publication. Future lectures and institutes will be planned

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therefore with the regional conference program committees. However, the Committee felt that it would be most fitting to introduce this award activity through a dinner speech given at this year's annual dinner at National Conference.

Because of Miss Lauer's deep concern with families and children, we were particularly happy that this first award activity should be a speech by Max Lerner—traveler, teacher and author—entitled "The Child and Parent in American Civilization."

The Deep Well Goes Abroad

The League is proud to announce that the film, *THE DEEP WELL*, which it co-sponsored with the Jewish Child Care Association of New York, has been nominated as an official United States entry in the Venice International Film Festival, the Edinburgh International Film Festival, and the University of Padua Film Festival.

Produced by Victor Weingarten and filmed by the Health and Welfare Materials Center, it is the only American documentary to win nominations in all three events.

The selection was made by the Committee on International Non-Theatrical Events (CINE), which was appointed by the Department of Audio-Visual Instruction of the National Education Association in Washington, D. C. This group screened entries both on a regional and a national basis.

In a letter announcing the film's designation as an official U.S. entry the Committee extended "its congratulations on the recognition accorded to your motion picture from among a large number of titles considered."

It is understood that *THE DEEP WELL* will be among three U.S. films competing in Venice in the "Special Feature" category. It will be one of six U.S. films in Padua, and among a larger number in Edinburgh, neither of which has special categories.

The Venice Festival will be held July 17-27, Edinburgh August 18-25, and Padua October 30-November 4.

THE DEEP WELL has won wide acclaim in this country since its completion last year. It is available for rental at \$10 and for purchase at \$75 through the Health and Welfare Materials Center, 10 East 44 Street, New York 17.

Case Records for Study

The 1957 case record exhibit will be kept in circulation for another year, since we are now selecting records biennially. The collection

comprises sixty-seven records on adoption, day care, foster home care, institutional care, services in own home, protective services and services to unmarried parents. It is being used for study and in-service training and is available on request—free of charge except for expressage—to member agencies, provisionals and subscribers to the advisory service. To non-members there is a fee of \$25 for a three weeks' period, or prorated.

1958 Mary E. Boretz Awards

It was with great pleasure that Mrs. Richard J. Bernhard, President of the Child Welfare League of America, presented the 1958 Mary E. Boretz Awards at the annual dinner meeting of the National Conference of Social Welfare in Chicago.

The first award was shared by B. Robert Berg, Supervisor of the Children's Department, Jewish Family and Children's Service, Minneapolis, Minnesota, and Callman Rawley, Executive Director of the same agency, for a paper entitled "Planned Observation in Parent-Child Counseling." This paper is being issued in pamphlet form.

Mrs. Alice Y. Moe, Central District Secretary, Children's Services of Connecticut, Hartford, Connecticut, received the second award for her paper on "Reality Factors in Early Placements," which appears in this issue.

The manuscripts were judged by members of the League's Committee on Publications, on the basis of the following criteria:

Manuscripts must be original and unpublished.

They should deal with organization, administration, supervision or practice in the field of child welfare, and be based on the writer's own current experience, research, study or professional practice.

Material should stimulate new thinking, give new perspective, or suggest a new approach.

Material should be fully documented.

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NEWS FROM THE FIELD

*An Adoption Project for Negro Children**

SINCE November 1954, I have been busy securing adoptive homes for Negro children. Since there is no child-placing agency in Mississippi with such a service, the Child Welfare Division of the State Department of Public Welfare has assumed responsibility for finding a home for any child who needs one.

I began the project by screening all Negro applicants who had applied to our agency for adoption of a child. Since the Child Welfare Division was established in 1946 forty-six couples had applied, fifteen of whom were still interested. The other thirty-one were either too old, had moved out of the county and state and from the given addresses, or were no longer interested in adopting a child. Of the fifteen remaining couples, some had secured babies through relatives and friends; others were sharing their neighbors' or friends' children and were doubtful if they really wanted the legal responsibility of a child. We made it clear that we would be glad to hear from them, should they be interested at some later time.

Many weeks were spent in speaking to foster parents, various groups—civic, social, religious, educational, health—and key individuals in the community. It seemed that every effort we tried failed, but I was convinced that there were couples seeking children, and they had to be found.

We read that a local Midwife Club was holding a meeting in a church on the following day. The nurse who was sponsoring the group made it possible for us to speak to the approximately twenty midwives. This was our first big break; from that group we not only received referrals from unmarried mothers for maternity care, but also from couples who had asked them for babies for adoption. The response pleased us for we realized we were in competition with the midwives. Our second big break came when an abandoned

baby was found by the local police and placed in a hospital. We secured legal protective custody of the child. The abandonment was well-publicized, and as each person called the hospital he was referred to our agency. This incident gave us a good opportunity to interpret our adoption program.

After about eighteen months of work on this project, we have placed ten children for adoption, eight born out of wedlock. There were eight boys and two girls, ranging in age from three days to six years. One brother and sister, whom we secured only after going to Youth Court for a year to get their neglectful parents to relinquish them, were placed for adoption at the ages of three and six years respectively. They had been in one of our approved foster boarding homes since the boy was five months old and the girl two years old.

The couples who adopted these children were all home owners, two living in rural areas and the other eight in urban areas. The adoptive mothers ranged in age from thirty-one to forty-five, and the adoptive fathers from thirty-two to forty-five. None of the couples had children of their own. Their incomes ranged from \$2500-\$9000 annually; their educational achievements from eighth grade schooling to Master's degrees. They included college professors as well as farmers.

This project entailed recruiting adoptive homes, making adoptive studies, helping to select babies for adoptive couples, making and supervising placements, and completing the legal adoption. We also had to place the unmarried mothers for maternity care, help them arrive at a decision, and work with the babies during foster boarding care and adoption. The results represent a tremendous expenditure of time and effort. They reveal what can be done on a statewide basis, with uniform policies and procedures and with adequate staff. The project has reinforced our conviction that there is a home for every child and that there are no hard-to-place children. The real problem is staff and time.

ESTHER E. SAMPSON

Senior Child Welfare Worker

Miss. Dept. of Public Welfare, Jackson, Miss.

*The author calls attention to the important part played by Mr. Herschel Saucier, Supervisor, in the success of this project.

READERS' FORUM

Use of Case Aides

To the Editor:

We need more articles like the one Miss Russel has written in the April issue of *CHILD WELFARE* on "Case Aides Free Casework Time." As long as there is a bigger job to do than we can accomplish with trained personnel, we have a responsibility to explore the best ways of getting a job done with the help of untrained or partially trained workers. But I would like to plead for more clarity of purpose as we set up a program for the use of case aides. Are we trying to relieve trained caseworkers of responsibilities that we have in the past (perhaps mistakenly) expected of them—tasks that do not require casework training? Or, is the case aide program focused on encouraging the interests and native capacities of people who are potential candidates for enrollment in a school of social work?

Several of the assignments which Miss Russel mentioned for case aides can be done by clerical workers or by responsible volunteer workers. (The use of volunteers in clerical capacity in social agencies is another area which would bear considerable exploration.) If our focus is on getting the job done, I would suggest that volunteers could do what Miss Russel has outlined for case aides, such as rearranging case records, shopping for and wrapping Christmas gifts, buying camp clothing and equipment, cataloguing books, maintaining a resource file, taking children to clinics. A case aide program which is oriented to developing potential caseworkers warrants a considerable investment of time in supervision. There are people who are interested in giving their time for projects such as those mentioned above whose interests do not warrant this investment of time.

On the other hand, a case aide, as a paid or volunteer member of the staff, who has the kind of maturity, intelligence, sensitivity and educational background that are needed to work directly with clients, and who has a deep and sustained interest in exploring

social work as a possible vocational choice, is worthy of sufficient supervisory time to enable her to handle more than "simple cases." Certainly there are many agencies who have experienced, mature staff members giving a highly adequate, professional level of service, who according to Miss Russel's definition should be classified as case aides, except that they are functioning as caseworkers rather than "assisting the caseworker."

Each agency needs to be clear in its job descriptions as we differentiate between those who assist with clerical or casework jobs to free time of regular staff and those who carry a regular casework responsibility even though they may not be fully trained. It would be helpful if we could achieve some real uniformity in the job titles and descriptions among all agencies.

ROBERT M. MYERS

*Executive Secretary, Children's Aid Association of
Hampshire County, Northampton, Mass.*

REPLY BY THE AUTHOR

To the Editor:

Mr. Myers' letter raises an interesting and valid question concerning the use of volunteers in much the same capacity as that in which case aides have been employed in our agency. I would question, however, whether the criteria which we have used for the selection of case aides could be applied to volunteers since volunteers offer their services without financial reimbursement and the case aides are being paid a salary as employees.

One other consideration in terms of volunteers functioning in the same capacity is related to their motivation and plans for a professional future. We have felt that one of the factors which has made the case aide's job interesting and stimulating was the training and experience it provided because of their interest in more formal professional training later on. It seems to me this is very important in order to prevent a job becoming a "dead end," routine kind of responsibility. Of course if a volunteer were

also interested in acquiring professional experience looking toward additional professional training, the job would provide the same kind of stimulation.

The differences, it seems to me, lie in the differences in motivation which we find between volunteer workers and salaried employees. In the light of budget considerations, if the same job could be done by volunteers this would certainly be advantageous!

ELLERY C. RUSSEL

*Director, Foster Home Department,
Edwin Gould New York Fund
New York City*

BOOK NOTES

Counseling and Psychotherapy with the Mentally Retarded. Edited by Chalmers L. Stacey and Manfred F. DeMartino, Glencoe, Illinois: The Free Press and The Falcon's Wing Press, 1957. 478 pp., \$7.50.

The book consists of forty-nine papers, by many different authors, previously available only in scattered form, with added introductory chapter comments. Sarason provides a thoughtful foreword and DeMartino a final chapter of summary and outlook commentary. A list of some of the chapter titles suggests the broad range of topics: Counseling and Psychotherapy, Psychoanalytic Methods, Group Therapy, Play Therapy, Psychodrama, Speech Therapy, Vocational-Occupational-Industrial Therapy, Counseling With Parents.

The *zeitgeist* has shifted rapidly of late in the field of mental deficiency. In contrast with the attitude of pessimism and lassitude of only a few years ago, there now appears to be much optimism and action in the field, shown in all varieties of service and research. Most of the papers published in this book have been written recently and reflect this—in fact, it may be a weakness of the book that the repeated statements of optimism become a bit tiring.

Nevertheless, the papers demonstrate that counseling and psychotherapy can aid some retarded individuals, and their parents, in

becoming happier and more productive. Studies from institutional settings which involved multiple approaches to treatment are particularly impressive. The papers dealing with parents are of especially good quality and should offer much immediate help to many workers. The research reports generally suffer from the ever-present problem of establishing an adequate criterion of success in psychotherapy. In most studies, descriptions of populations are given only in gross terms, with little attention, for example, to etiologic groupings, although IQ categories are frequently given.

The authors uniformly recognize and stress that research in this field is in its infancy. Thus, it is no criticism of the authors to say to potential readers that they should not expect too much of the book. The reader will not find descriptions of well developed methods of speech therapy or play therapy or any other activity with the retarded, or a nicely developed research strategy to meet the further problems in the field. This would be too much to expect of a collection of brief articles. He will find the best summary of method and research in this field so far available.

In his foreword to the book, Sarason stresses that besides serving the retarded as persons, much of the value of psychotherapy with them "resides in its implications for theories of personality and development." Unfortunately, this aspect of the value of research in psychotherapy is not developed in any of the papers, with the possible exception of one paper by Sarason himself and the several papers dealing with psychoanalytic methods. One of the weaknesses of this book, as of so many recent treatises on mental retardation, is that no unifying stream of theory or research design emerges. There is repeated clamor for a degree of modification of the "theory" of the "essential incurability" of mental retardation and adequate demonstration that constructs other than low intelligence must be considered in describing the development of the retardate. But we continue to face the difficult problem of constructing an adequate view of the

retarded. Perhaps the methods of counseling and psychotherapy can be helpful in this task, but these methods are themselves very crude and poorly understood.

Those newly involved in programs for the mentally retarded will find it valuable to own this book, the only one giving a summary of research and practice in psychotherapy with the retarded. It should help to stimulate further research in a field now only in its barest beginning stages.

MAYNARD C. REYNOLDS
*Associate Professor of Educational Psychology
University of Minnesota*

Report on Confidentiality

One of the problems that has been troubling the entire field of social work is the lack of clarity about what constitutes confidentiality, and how social workers can give their clients the protection they should have. To answer this need, a committee under the auspices of the National Social Welfare Assembly has studied the subject for a period of about two years and has finally prepared a pamphlet called *Confidentiality in Social Services to Individuals*. This statement of basic concepts and practices should be read by board members, administrators and practitioners. It points up the special considerations in the various fields of practice. The conclusions which we have excerpted below indicate the scope of the material.

In social work, confidentiality is a basic, lasting concept. Without a mutual trust and a strong sense of responsibility on the part of the agency for the person needing its services, a productive relationship cannot be built.

Confidentiality is a dynamic, not a static concept. The client has a right to expect the agency to use information constructively in his behalf. This involves not only protecting against improper disclosure, but also the responsible sharing of pertinent information with appropriate persons at appropriate times in order to provide for him the best possible service.

Both the attitudes toward confidentiality and its application in practice have undergone frequent modification. How the changing scene affects the implementation of policies on confidentiality has been given relatively little thought by agencies. As conditions change, what was once sound practice

may be shown by experience to be no longer valid.

Confidentiality cannot be viewed narrowly as a bond of secrecy between a worker and a client. The realistic contemporary view of confidentiality is that a relationship exists between a troubled person and an agency, and the agency gives assurance to the person for responsible use of information obtained.

Since ultimately it is the agency which is responsible for information given to a worker and the agency which is the guarantor of its use, board and staff both have a deep concern in the development of a policy on confidentiality.

Many operating agencies have failed to develop adequate guides for staff in regard to confidentiality. As a result, workers are heavily burdened with having to make individual judgments and a tendency toward variation in practice within an agency is increased.

Problems of confidentiality, both in kind and degree, vary greatly according to the function of the agency, and therefore policies cannot be the same for all agencies.

Every agency should define its policy on confidentiality and state how it will be implemented. This is essential to protect the client and to avoid placing upon workers the full burden of making personal judgments. However, a worker, as the agency representative, must inevitably assume responsibility for some individual judgments and decisions. If these can be made against the background of a clear agency policy they will be made more soundly.

In drafting its policy, each agency needs to establish safeguards against careless use of case information by any representative of the agency, but at the same time permit the agency sufficient flexibility in sharing information to carry out its obligations both to the client and to the community.

Whenever an agency extends its basis of disclosure, it should examine its protection of confidentiality in order to redefine and declare its policy carefully. Agencies should not permit practice to change without an attending alteration in policy clearly understood by staff.

To keep policies alive and effective, there should be periodic orientation of *all board and staff* in which specific consideration is given to the nature of information being received from and about people and the obligation assumed by the agency in guarding against misuse of this information. In addition, there is need for vigilance to develop in

each staff member an alert regard for confidentiality in day-by-day staff relations.

In interagency communication about families known to two or more agencies, there is constant danger that one agency will lean too heavily on the recorded information of another agency without remembering that the information was gathered at another time and usually for another purpose.

The growth of agency services and current complexity of social work programs increase the users of information given in confidence and diffuse the protection assured to the client.

There are wide variations in practice regarding the obtaining of client consent to the sharing of information about him.

Hazards to confidentiality can be reduced if these points are constantly emphasized: (1) the client himself should be the primary source of information about himself and his problem; (2) only pertinent information should be received, obtained or given; (3) the client's consent to the exchange of pertinent information is an essential consideration.

The use of case material within an agency for teaching purposes frequently involves considerable time and effort in disguising material. The need for this will be less to the degree that agency staff accepts responsibility for protecting at all times the client and information about him.

Other helping professions often regard social workers as over-protective of clients in regard to confidentiality, and unwilling to ascribe to other professional persons an equal code of ethics or sense of responsibility.

Both to overcome such criticism, and to facilitate services to people, agency staffs need to cultivate a positive attitude toward the competence and ethics of members of other helping professions.

The responsibility of an agency is not to the client alone but also to the community which supports it and makes its services possible. This dual responsibility creates many problems in applying the principle of confidentiality.

Increasingly in incidence if not greatly in volume, clients participate in interpreting and publicizing social welfare programs and needs. Agency criteria for such participation is thus far generally lacking.

The interest of mass media in helping agencies to carry out their obligation for informing the community as to needs of people and nature of services, should be approached as an opportunity in which confidentiality need not always be an insurmountable problem.

Agencies and their staffs need to acquire more grace and skill in explaining what information is available or why it is not available. The best drawn policies on confidentiality may encounter distrust and criticism if they are neither explained nor explained sufficiently to individual inquirers or to the community at large.

Social agencies and social workers will have no need to be defensive about confidentiality if they themselves view it positively as a vital force in enabling troubled people to move through difficulties and thereby benefit not only themselves but the whole community. The principle needs to be better interpreted to the public as a protection, not only to the client, but to the community as an essential means for facilitating use of services and guarding the community against the results of unresolved personal difficulties.

The pamphlet sells for 50 cents. Write to the National Social Welfare Assembly, at 345 East 46th Street, N.Y.C., for your copy.

CLASSIFIED PERSONNEL OPENINGS

Classified personnel advertisements are inserted at the rate of 15 cents per word; boxed ads at \$7.50 per inch; minimum insertion, \$3.00. Deadline for acceptance or cancellation of ads is eighth of month preceding month of publication. Ads listing box numbers or otherwise not identifying the agency are accepted only when accompanied by statement that person currently holding the job knows ad is being placed.

ADOPTION CASEWORKER in family agency with small adoption program. Experienced, with MSW. Salary range to \$5500, dependent on experience. Write Mrs. Ella H. Perkins, Executive Director, Family Service of Phoenix, 808 N. 2d Ave., Phoenix, Ariz.

GROUP WORKER for private cottage-type treatment institution, 55 children in residence from Los Angeles County. Responsibilities: member of social service team, plan and direct creative program of activities, supervise and train volunteers, carry limited number of special

groups, supervise graduate students from University of Southern California (optional). Living in optional. Master's of group work necessary and experience desirable. Salary range \$4836-\$6750. F. J. Herring, Executive Director, 760 Mountain View St., Altadena, Calif.

CASEWORKERS, completely fee-supported, nonsectarian, licensed adoption agency maintaining continuing research program as well as complete adoption services. Liberal personnel practices including agency-paid medical, hospital and insurance plan. Required: MSW and child or family welfare experience; would consider recent graduate without experience. \$4980-\$6900. Beginning salary based on qualifications. Ben Hoffman, Executive Director, The Adoption Institute, 1026 S. Spaulding Ave., Los Angeles 19, Calif.

LOS ANGELES—Openings for two caseworkers with graduate training in expanding family and child welfare agency—multiple services including marital counseling, unmarried parents, financial assistance, child placement in foster home care and group care, psychiatric consultation. Highly qualified supervision. Standard personnel practices. Opportunities for advancement. Salary \$4572-\$6384 depending on training and experience. Write: Rev. William J. Barry, Assistant Director, Catholic Welfare Bureau, 855 S. Figueroa St., Los Angeles 17, Calif.

CASEWORKER II in child placement agency. Service includes intensive casework with deeply troubled parents and children. Psychiatric consultation. Excellent personnel practices, Social Security, retirement, and health insurance. Requirements: Master's degree social work school and potential of being creative. Salary \$4572-\$5712. Clyde S. Pritchard, Executive Secretary, Children's Bureau of Los Angeles, 2824 Hyans St., Los Angeles 26, Calif.

SENIOR GROUP WORKER for small residential treatment program serving emotionally disturbed boys and girls, ages 6-14. Interracial and nonsectarian; CWLA member. Psychiatric consultation, good employment practices. Salary range \$4836-\$6756. Starting salary dependent on qualifications. Position not newly created. Professional training and experience with children required. Institutional experience desirable. Write Maxine Elliott, Director, Hathaway Home for Children, 840 North Ave. 66, Los Angeles, 42 Calif.

CASEWORKER, woman, for small residential program for adolescent girls. MSW required, experience in treatment of emotionally disturbed children desirable. CWLA member, psychiatric consultation, good employment practices. Salary \$5400-\$6756, starting salary dependent on qualifications. Write Ella K. Reese, Director, Rosemary Cottage, 3244 E. Green St., Pasadena, Calif.

LOS ANGELES—CASEWORKERS II and III (2) in parent-child guidance service to families with troubled boys between the ages of 6-18; psychiatric and psychological consultation available. Requirements: Master's degree social work school; Grade III, 5 years' experience following graduation preferred. Salary, Grade II—\$4836-\$6036; Grade III—\$5400-\$6756; five-step plan. Social Security and retirement health insurance paid by agency. CWLA member. Milton L. Goldberg, Executive Director, Jewish Big Brothers Association, Room 366, 590 N. Vermont Ave., Los Angeles 4, Calif.

CHILD WELFARE SERVICES WORKERS for fast-growing southern California county. \$4884-\$5796. Highly qualified, professional supervision. Opportunities in adoption field included. One year's graduate work required. Health insurance, paid vacation, sick leave, other benefits. County Personnel, 236 Third St., San Bernardino, Calif.

ASSISTANT DIRECTOR: Immediate opening in large Jewish child care agency providing institutional, foster home, and adoption services. Duties include administrative functions and full responsibility for institutional living program. On-grounds residence required—spacious family home, fully furnished, provided. Beginning salary \$5400, plus home, full maintenance and other benefits. Applicants must be male, Jewish, with MSW degree from accredited school. Preference will be given to those with group work experience with adolescents. Apply to Dr. J. M. Regal, Homewood Terrace, San Francisco 12, California.

SAN FRANCISCO, CALIFORNIA: openings for professionally trained family and child welfare caseworkers in large, multiple-function agency with professional staff of 56. Grade I to \$5592; Grade II to \$6192; Grade III to \$7236. For further information and description of grade qualifications write: Executive Director, Catholic Social Service of San Francisco, 1825 Mission St., San Francisco 3, Calif.

CASEWORKER for foster home service, child care agency. Good personnel standards, Social Security and retirement, psychiatric consultation. Requirements: MSW, some experience preferred. Salary scale \$4500-\$6768. Favorable location, 70 minutes from New York City. Write: Executive Director, Woodfield Children's Village, 1899 Stratfield Rd., Bridgeport 4, Conn.

CHILD WELFARE WORKER in suburban-rural county adjacent to Denver. Good supervision, varied case load; 1 year's graduate training required. Paul A. Stout, Director, Arapahoe County Department of Public Welfare, Littleton, Colo.

CASEWORKER, Master's degree. Work in coordination with other professional disciplines in residential treatment center for emotionally disturbed children. Part of total agency work that includes adoption, foster home, protective and family services. Supervision and psychiatric consultation integral part of total treatment program. Excellent personnel practices. Salary range \$4500-\$6600, starting salary dependent on experience. Miss Ruth H. Atchley, Resident Director, Children's Village, Children's Services of Connecticut, 1680 Albany Ave., Hartford 5, Conn.

CASEWORKERS in private, nonsectarian, statewide, multiple-function agency. Small case loads, excellent supervision, student training program, psychiatric consultation. Openings in newly established protective service unit and in child placing. Social Security and retirement. Requirements: Master's degree social work. Salary \$4500-\$6600. Initial salary based on qualifications. C. Rollin Zane, Executive Director, Children's Services of Connecticut, 1680 Albany Ave., Hartford 5, Conn.

CASEWORKER in family and children's agency, providing family casework, child welfare services, foster home placement, and adoption. Good personnel practices. Requirements: MSW. Salary \$4260-\$5820. Social Security and retirement. Rev. Joseph P. Rewinkel, Associate Director, Diocesan Bureau of Social Service, 259 Main St., New Britain, Conn.

FLORIDA — ADOPTION HOMEFINDERS and SUPERVISOR. Positions in 2 urban communities for fully trained caseworkers and senior caseworkers with child placement experience including supervised experience in adoption placement and adoptive homefinding. Private statewide agency. Some jobs require travel in state which is hard to beat for climate and beauty. Salary to match qualifications. Walter R. Sherman, Executive Director, Children's Home Society of Florida, Box 5587, Jacksonville 7, Fla.

SENIOR ADOPTION CASEWORKER, special position starting demonstration program in Broward County (Fort Lauderdale), immediately north of Miami. Position considered to have supervisory status because of need for experienced caseworker also skilled in community relations. Required: MSW and experience in child placement in recognized agencies, particularly in adoption placement and adoptive homefinding. Salary open, based on qualifications. Walter R. Sherman, Executive Director, Children's Home Society of Florida, Box 5587, Jacksonville 7, Fla.

DISTRICT SECRETARY for multiple-function Catholic agency in small community. Master's degree required. Salary \$5000-\$6100, depending upon training and experience. Write Director, Diocesan Bureau, 42 Jay St., New London, Conn.

CASEWORKER in family-children's service agency providing family casework, specialized services to unmarried mothers, child placement and adoption. Salary comparable with good practice. Social Security and retirement. Write Miss Jane K. Dewell, Executive Secretary, Catholic Social Service Bureau, 478 Orange St., New Haven, Conn.

CASEWORKER (1), graduate training for small Catholic agency within commuting distance of New York City. Immediate opening. Multiple services. Salary range, starting \$5000 with regular increments. Retirement. Psychiatric consultation available. Apply Miss Mary C. Coughlin, Executive Secretary, Catholic Charities, 78 Elm St., Stamford, Conn.

CASE SUPERVISORS, supervise staff of workers in public assistance or child welfare services. Pleasant working conditions; 35 hour week, 4 weeks' vacation, liberal sick leave, car furnished where needed, all expenses paid on agency business. Opportunity for advancement; 2 years' social work school and 2 years' full-time professional employment in family or child welfare agency required; \$4950-\$6440, can appoint at \$5546. Good state retirement plan integrated with Social Security. Miss E. Kathryn Pennypacker, Chief, Bureau of Social Services, State Department of Public Welfare, Box 309, Wilmington 99, Del.

CASEWORKERS (2) in private, statewide child care agency providing services to parents and temporary boarding care and adoption placement for children of any race and religion. Openings in adoption and intake departments. Excellent personnel practices including Social Security and retirement; good supervision and psychiatric consultation. MSW required. Salary \$4000-\$6000; beginning salary based on experience. Miss Elizabeth S. Townsend, Executive Director, 1310 Delaware Ave., Wilmington 6, Del. Telephone: OLYmpia 8-5177.

MIAMI—CASEWORKER in interracial, nonsectarian child-placement agency offering foster care and adoption services. Requirements: Master's degree social work school. Interest in treatment of disturbed children an asset. Psychiatric consultation available. Salary \$4000-\$6000. Appointment salary dependent on experience. Write Mrs. Margaret Harnett, Executive Director, Children's Service Bureau, 395 N. W. First St., Miami, Fla.

MIAMI, FLORIDA. Young, rapidly expanding community in tropical climate offers ground-floor opportunities. Caseworkers needed for small agency providing services to unmarried mothers, family counseling, foster home care, and adoptive placement. Master's degree required. Salary range: \$4000-\$6000. Social Security. Write Rev. Bryan O. Walsh, Catholic Charities Bureau, Inc., 395 N.W. First St., Room 207, Miami 36, Fla.

SCHOOL SOCIAL WORKERS for casework in public school settings; focus on children's social and emotional problems. Positions open in communities throughout the state; supervision in some districts. Selection of worker made by local school district upon certification of academic background by state consultant. Requirements: MSW in social casework; teacher certificate preferred but not necessary. Salary \$4000-\$6500 for school year of 9-9½ months; appointment salary dependent on local teachers' salary scale. Tenure and retirement plan same as teachers'. Car allowance varies according to local regulations. John C. Nebo, State Consultant, School Social Work, 400 S. Western Ave., Park Ridge, Ill.

ASSISTANT DIRECTOR, male, small institution for boys 6-18. Average population 80. BA degree with psychology major accepted. Should have training and experience in working with boys, preferably along recreational lines. Responsible for recreational program, supervision of houseparents and in charge of agency in director's absence. Salary \$4000-\$6000. Write Charles R. Aukerman, Lawrence Hall, Inc., 4833 N. Francisco Ave., Chicago 25, Ill.

FAMILY SERVICE OF SAVANNAH. Homemaker Supervisor to supervise 4 homemakers and carry some counseling cases. Minimum requirements—professional degree and 2 years' successful experience in casework agency. Salary \$5140-\$6100, based on experience. Caseworker to work with family problems existing in environment or relationships, minimum requirement professional degree in social work. Salary \$4500-\$6100, based on experience. Address inquiries to Miss Marguerite M. Munro, Executive Director, 119 Habersham St., Savannah, Ga.

CASEWORKER — To be third worker in well-established, dynamic residential treatment center, capacity 22 children, ages 6-12. Highly skilled supervision. Consultants, Dr. Irene Josselyn and Dr. Harold Balikov. Living quarters and board at cost. Located 30 miles north of Chicago. Can appoint fully trained person in range of \$4300-\$5000; revision of this range now being considered. Franklin R. King, Executive Director, Ridge Farm, 40 E. Old Mill Rd., Lake Forest, Ill.

CHILD WELFARE WORKER for small, heavily endowed agency. Residential treatment of school-age children; capacity 25. Coordinated program with Child and Family Service (CWLA, FSAA); psychiatric consultation. Located in pleasant residential section of large attractive university city in Illinois river valley, 150 miles from Chicago. Minimum requirement MSW. Liberal personnel practices, Social Security and retirement. Starting salary to \$5000. For experienced workers, salary negotiable. Write Konrad Reisner, Executive Director, Children's Home, 2130 N. Knoxville Ave., Peoria, Ill.

SPECIALIZED GROUP CARE FACILITY, heavily endowed, needs imaginative, creative, resourceful caseworker to help develop treatment services. Capacity 25 children. Coordinated program with Child and Family Service (CWLA, FSAA); psychiatric consultation. Located in pleasant residential section of large, attractive university city in Illinois river valley, 150 miles from Chicago. Minimum requirement MSW. Salary open to negotiation. "Living in" not expected. You will be working with: Konrad Reisner, MA, Bryn Mawr College School of Social Work, Executive Director; Walter P. S. Chun, MSW, University of Michigan, Superintendent; Miss Mary M. Caven, MSW, University of Pennsylvania, Casework Supervisor. Konrad Reisner, Executive Director, Children's Home, 2130 N. Knoxville Ave., Peoria, Ill.

CASEWORK SUPERVISOR for Protestant agency offering complete welfare services, including institutional, foster home and adoption placement, and services to unwed parents. Challenging position. Agency expanding services; 1 caseworker on staff now, will add others as program develops. Qualifications: at least 1 year's graduate study, including supervised casework in the field, plus 3 years' paid social work experience, 2 of which should have been supervised casework in a child-placing agency. Second year of graduate work or Master's degree, including supervised casework in the field, may be substituted for 1 of the 2 years' paid work in child-placing agency. Salary about \$6000. Rev. John W. Heistand, Superintendent, Fort Wayne Children's Home, Box 2038 Station "A," Fort Wayne 3, Ind.

CASEWORKERS (2)—1 for adoption and 1 for diversified case load in private nonsectarian agency. Psychiatric consultation; good personnel practices, student training program; Social Security and retirement; salary dependent on training and experience. Apply Children's Agency, 215 E. Walnut, Louisville, Ky.

CASEWORKERS (2), 1 for adoption, 1 for undifferentiated case load. Voluntary, statewide, nonsectarian agency. CWLA member. Foster home, group home, institutional placement; unwed parents; adoption. Expansion 1958 requires additional staff. MSW required. Adoption job requires some travel. Iowa Children's Home Society, 2203 Grand Ave., Des Moines, Iowa.

CASEWORKERS I AND III for multiple-function family and children's agency, CWLA member, to work with children and their parents in own homes, foster homes and group care center for adolescents with problems, and day care center. Good supervision, psychiatric consultation. Progressive personnel practices, retirement plan, liberal vacation. MSW required. Salary scale \$4500-\$6100; appointment within scale dependent upon experience. Mrs. Sarah Snare, Director, Family and Children's Services, 864 Olive St., Shreveport, La.

CASEWORK SUPERVISOR for small, recently integrated multiple-function family and children's agency, CWLA member, emphasis on marriage counseling and parent-child relationship. Full time boarding care, group care center for teen-agers with problems, day care. Professionally trained staff, psychiatric consultation. Progressive personnel practices, National Welfare retirement, Social Security, Blue Cross, four weeks' vacation. Requirements: MSW plus 5 years' experience under trained supervision including 2 years' supervisory experience, preferably in both family and children's work. Salary range \$6500 to \$7200. Write Mrs. Sarah Snare, Director, Family and Children's Services, 864 Olive St., Shreveport, La.

CASEWORKER—Easton office of statewide nonsectarian agency on Maryland's famous Eastern Shore; 1½ hours from Baltimore and Washington. Excellent personnel practices; psychiatric and other professional consultants. CWLA member. Salary scale \$4300-\$5500; starting level based on qualifications; MSW required. E. Elizabeth Glover, Executive Director, Maryland Children's Aid Society, Inc., 5-7 W. 29th St., Baltimore 18, Md.

CASEWORKER, to carry case load of specialized service and foster care for troubled children as part of service of multiple-function agency serving progressive and rapidly growing county. Requirements: MSW and experience in children's services. Excellent personnel practices, Social Security and retirement plan, good supervision, psychiatric consultation. Salary commensurate with qualifications. Write Mrs. C. A. Williams, Children's Aid and Family Service Society of Baltimore County, 105 E. Joppa Rd., Towson 4, Md.

DISTRICT SUPERVISOR, nonsectarian, statewide agency providing services for unmarried mothers, foster care, adoption. Salary \$5400-\$6600. Starting level dependent on experience. MSW required; child welfare and supervisory experience preferred. Miss E. Elizabeth Glover, Executive Director, Maryland Children's Aid Society, Inc., 5-7 W. 29th St., Baltimore 18, Md.

NEW CASEWORK POSITION, new agency in fascinating community. Family and children's agency recently merged and with strong community support needs capable casework supervisor with MA and experience in family and children's fields; psychiatric consultation available. Starting salary \$6000; Social Security and retirement. Carroll Marchand, Executive Director, Family and Children Service of Berkshire County, Inc., Box 133, Pittsfield, Mass.

CASEWORKER in multiple-function agency serving community of 100,000 adjacent to Boston. Opportunity for casework in maternity and adoption department. Salary commensurate with experience. Contact Somerville Catholic Charities, 190 Highland Ave., Somerville, Mass.

CATHOLIC SOCIAL SERVICES of WAYNE COUNTY, Detroit, Michigan, offering casework service to families and children, has positions available in various casework job classifications. Master's degree in social work required. Salary range \$5500-\$7550 depending on personal qualifications and experience. Progressive personnel practices, agency consultation service from related professional disciplines. Currently open—supervisory position, adoption department; adequate supervisory experience necessary. Salary \$7000 for qualified person. Apply Catholic Social Services of Wayne County, 9851 Hamilton Ave., Detroit 2, Mich.

SUPERINTENDENT for juvenile court detention home. Requirements: graduate training in social work, psychology or education, plus experience in children's institution. Salary \$6370-\$7722. Write John P. O'Brien, Kent County Juvenile Court, 1619 Walker, N.W., Grand Rapids, Mich.

CASEWORKER for private nonsectarian foster home placement agency. MSW desired. Salary range \$4900-\$6400. Opportunity for supervisory experience for qualified worker. CWLA member. Social Security and retirement plan. D. A. Blodgett Home for Children, 805 Leonard St. N.E., Grand Rapids, Mich.

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SUPERVISOR, child - placement agency specializing in foster home care, services to unwed mothers and adoption. Salary range \$5800-\$7000. MSW and experience required. Agency recently completed new, modern, air-conditioned clinic-office building. CWLA member. National health and welfare retirement and Social Security. D. A. Blodgett Home for Children, 805 Leonard St. N.E., Grand Rapids, Mich.

SENIOR CASEWORKER for progressive, multi-function children's agency with small institutional program. Room for growth and development. Master's degree required, experience preferred. Position open summer 1958. Write Marshall S. Bier, Administrative Director, Muskegon Children's Home, 1352 Terrace St., Muskegon, Mich.

CASEWORKER, adoption unit of small, multi-function, statewide Lutheran agency. MSW required. Position open August 1. Salaries begin at \$4800. Can appoint to \$5500 with 3 years' experience. Contact Eugene Krauss, Director, Social Service Department, Board of Christian Service, 540 Capitol Blvd., St. Paul 3, Minn.

CASEWORKER, salary to \$6000. Challenging opportunity for worker wanting to serve small number of children creatively in institution and foster homes. Workers participate in weekly conferences with supervisor, houseparent or foster parent, psychiatric and psychological consultants. Excellent casework supervision. Casework supervisor: Catherine Jones Wallace. Social work consultant: Patricia Sachs Fingert. Fringe benefits: 30 days' vacation, 30 days' sick leave, Social Security, national retirement, free lunch, National Conference expenses, air-conditioned office. Member CWLA, National Association of Methodist Hospitals and Homes. Write David L. Ball, Executive Director, Methodist Children's Home, 3715 Jamieson, St. Louis 9, Mo.

CASEWORKER — nonsectarian, multiple-function agency. Program includes counseling marital problems, parent-child relationships, personal adjustment, children in own homes. Also child placement and care, services to unwed mothers, adoption, travelers' aid. Caseloads diversified. Excellent supervision adapted to individual worker's need. Psychiatric consultation. Liberal personnel practices, retirement. MSSW required. Current salary range to \$6200. Appointment salary commensurate with experience. Write Family and Child Service, 1504 Dodge St., Omaha 2, Nebr.

CASEWORKER to participate with child guidance clinic team in diagnosis and treatment of children and parents. MSW required, experience preferred. Salary \$4860-\$6540, liberal personnel practices. Stanley Good, Executive Director, Child Guidance Center, 1517 H. St., Lincoln, Nebr.

SOCIAL WORK OPENINGS in rapidly expanding State Welfare Department. Vacancies exist for Child Welfare Consultant, \$511-\$617; Field Representative, \$511-\$617 (headquarters, Reno); Social Casework Supervisor, \$442-\$536 (Reno, Las Vegas); Principal Public Welfare Worker, \$442-\$536 (Elko, Fallon); Senior Child Welfare Worker, \$401-\$487 (Las Vegas). Graduate work required, with some substitution for experience. Residence waived. U.S. citizenship required. For particulars write Nevada State Welfare Department, Box 1331, Reno, Nev.

WONDERFUL OPPORTUNITY for worker with adoption experience in largest private adoption agency in state. Program expanding especially in placement of Negro children for adoption. Requires Master's degree. Salary based on experience and evaluation of work. Located ½ hour from New York City. Write Miss Vinnie van Hoogenstyn, Executive Director, Children's Aid and Adoption Society, 439 Main St., Orange, N. J.

CASEWORKER for DAY CARE CENTER. Interesting and challenging position for mature person who can work without supervision. Qualifications: MSSW plus experience in the field of child welfare. Flexible hours. Suzanne Zimmer, Executive Director, Community Day Nurseries of the Oranges and Maplewood, 60 S. Center St., Orange, N. J.

CASE SUPERVISOR for children's agency providing foster home and group care program, to develop additional casework unit. Requirements: MSW and supervisory experience in child placement. Minimum salary \$5500. Appointment salary dependent on qualifications. Write or phone Frank F. Maloney, Executive Director, Brookwood Child Care, 363 Adelphi St., Brooklyn 38, N. Y.

CASEWORKERS for expanding children's agency providing foster home and group care. Qualified supervision and psychiatric consultation. Requirement: Master's degree social work. Salary range \$4600-\$5600. Write or phone Frank F. Maloney, Executive Director, Brookwood Child Care, 363 Adelphi St., Brooklyn 38, N. Y.

CASEWORKERS, professionally trained for foster home placement program. Plans for expanding in process. Program includes remedial reading education, psychological and psychiatric services. Experience desirable but not essential. Good personnel practices. Social Security. Salary commensurate with experience. CWLA member. Write Miss Mary G. Arnold, THE SALVATION ARMY Foster Home Service, 412 Herkimer St. Brooklyn 13, N. Y.

CASEWORKERS, men or women, for foster home care department of multiple-function agency, Buffalo, New York. Salary range \$4000-\$5000-plus, for persons with Master's degree social work. Write: E. M. Gane, Children's Aid & S.P.C.C., 330 Delaware Ave., Buffalo 2, N. Y.

CASEWORKERS in private residential group care facility. Opportunity for advancement and growth through development of casework program. Salary \$4200-\$6000, can appoint above minimum. Requirements: Master's degree social work, institutional experience desirable. Write: Phil H. Tindall, Director, Protestant Home for Children, 605 Niagara St., Buffalo 1, N. Y.

CASEWORKERS, professionally trained, for child placement agency providing foster home and group care. Qualified supervision, psychiatric consultation, student training program. Salary range \$4500-\$6000 depending on experience. Write Miss Evelyn M. Mowitz, Director Social Service, 67-35 112th St., Forest Hills, N. Y.

DAY CARE CONSULTANT, international organization, to develop programs for pre-school children in Morocco, Tunis and Iran. Must have professional qualifications in early childhood education plus experience as administrator or supervisor of day care centers. Experience in teacher training desirable. Work involves training of indigenous personnel and technical consultation on all aspects of day care programs. Knowledge of French desirable or must be acquired. Salary commensurate with experience. Transportation paid to duty station and for periodic home leave. Topnotch person only need apply. Address applications to Mrs. Henrietta K. Buchman, American Joint Distribution Committee, 3 E. 54th St., New York 22, N. Y.

SUPERVISORS and CASEWORKERS, children's placement agency with boarding home, adoption and unmarried mother services. MSSW required. Some opportunities for case aides with provision of graduate educational assistance. Good supervision, psychiatric consultation. Student training. Salary up to \$6200. Catholic Home Bureau, 122 E. 22nd St., New York, N. Y.

CASEWORKER, MSSW, experienced, for joint intake services of Jewish Child Care Association and Jewish Youth Services. Work intensively with families seeking placement of their children, many of whom are seriously disturbed emotionally. Psychiatric consultation. Team approach. To work in Manhattan office. Salary to \$5920 in accordance with experience. Good personnel practices. Write Mrs. Daniel, Jewish Child Care Association, 1646 York Ave., New York, N. Y. or call REgent 7-6812.

CASEWORKER, total treatment unmarried mother service, multi-function specialized agency. MS required. Interracial staff. Air-conditioned building. Scale \$4400-\$5920. Carl Schoenberg, Assistant Director, Louise Wise Services, 10-12 E. 94th St., New York 28, N.Y.

SUPERVISORS (2), CASEWORKERS (3) for newly planned casework units in multiple-service agency: Intake Supervisor for centralized intake unit, 1 worker; Casework Supervisor for group care unit, 3 workers; also caseworker for foster home, unmarried mother and adoption services. Caseworker I, II and III classification with new salary scale and 10 year increment system, beginning \$4600. Consultation and special services. Lutheran Child Welfare Association, 422 W. 44 St., New York 36, N. Y., Rev. Arnold H. Bringewatt, Executive Secretary.

INSTITUTIONAL DIRECTORS and house parents. We specialize in the placement of administrative personnel for child care institutions. GERTRUDE R. STEIN, INC., Vocational Service Agency, 64 W. 48 St., New York City.

ASSISTANT TO HOUSEPARENT, female, for children's home; special training with adolescent girls, 12-16, necessary. Live in, pleasant surroundings. Write Director, Children's Home, Poughkeepsie, N. Y.

CASEWORKER, professionally trained, experience preferred, for child placement agency providing foster homes, group care and adoption. Good supervision and personnel practices; psychiatric consultation. Salary based on qualifications. For details write Director, Hillside Children's Center, 1183 Monroe Ave., Rochester 20, N. Y.

CASEWORKER, graduate accredited school, for children's foster home agency; experience in children's field preferred. Services include psychiatric, remedial reading, psychological. Good supervision, excellent personnel practices. Salary range \$4500-\$6000, commensurate with experience. Write or phone Miss Virginia M. Whalen, Society for Seamen's Children, 26 Bay St., Staten Island 1, N.Y., G1braltar 7-7740.

CHILD WELFARE WORKERS—vacancy exists for caseworker and supervisor in progressive agency with multiple services including group care, supervision of children in own homes, boarding homes, protective service, adoptions, homemaker service, independent boarding homes, psychiatric consultation. CWLA member. Field work placement Western Reserve. Caseworker begins at \$4620; supervisor \$5400 plus fringe benefits. Write Victor H. Andersen, Summit County Child Welfare Board, 264 S. Arlington, Akron 6, Ohio.

CHILD WELFARE SUPERVISOR, male or female, supervise caseworkers in public child care agency. Continuous in-service training and staff development program. Psychiatric seminars and consultation. Salary up to \$6600. **CASEWORKERS**, male or female. Service to children in own homes, foster homes, institutions, etc. MSW up to \$5400. BA up to \$4200. Apply: Director, Cuyahoga County Division of Child Welfare, 2210 Cedar, Cleveland 15, Ohio.

CASEWORKER with MSW and practical experience in children's field. Opportunity to help develop better casework program in private congregate children's home serving average of 65 school-age children. Possible salary range to \$7500. Starting salary dependent on experience. Apply to The Children's Home Association, 425 S. "D" St., Hamilton, Ohio.

ADOPTION SERVICE — Caseworker in family and children's agency. Good personnel policies, psychiatric consultation, student training, retirement plan. Salary range up to \$6500. New, modern air-conditioned offices. Write Howard Hush, Family and Children's Service Association, 184 Salem Ave., Room 120, Dayton 6, Ohio.

CASEWORKER. Congregate institution for 40 school-age children wants mature, experienced caseworker to develop program now carried by two child-placing agencies. Salary \$4000-\$5000. Write Ruth M. Bonsteel, Executive Director, Wiley House, 1650 Broadway, Bethlehem, Pa.

DIRECTOR OF INDIVIDUAL SERVICES: administrative and supervisory responsibility for individual services consisting of casework, psychology, psychiatric, religious and health services in training school for boys and girls age 12-18. Cottage-type setting located 18 miles from Pittsburgh on direct bus line. Position on level comparable to residential group work supervisor and director of education. Sound personnel policies. Planned expansion of buildings and services to include facilities for emotionally disturbed adolescents under way by the Division of Mental Health. Challenging situation with sound structure for professional growth and future opportunity. Requirements: MS in social work, preferably with psychiatric sequence, 3 years' supervisory experience, 1 which provided emphasis on sound administration. At least 1 year's experience in institutional setting, preferably working with adolescents. Salary based on qualifications; range to \$8360; can start at \$7000. Mr. James Lamb, Superintendent, Pennsylvania Training School, P.O. Box 269, Canonsburg, Pa.

RESIDENTIAL GROUP-WORK SUPERVISOR to guide and direct residential workers in care and training of children living in cottage groups at state school for troubled children who may be committed as delinquents. Help workers utilize group interaction as therapy; supervise use of recreational activities as treatment resource. Requirements: 6 years' experience working with children, including 2 years in institutional setting, 2 years in supervisory or administrative capacity; 2 years' graduate study in school of social work, preferably with group work sequence. Salary range \$6300-\$8100, starting salary dependent on training and experience. Job open about August 1. Mr. James Lamb, Superintendent, Pennsylvania Training School, P.O. Box 269, Canonsburg, Pa.

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CASEWORKER for agency offering foster home, children's home, and adoptive services. Salary range for fully trained worker \$3500-\$4500; for partially trained worker \$3000-\$3500. Agency located in college town, 3 hours from Philadelphia; 2 hours from Washington and Baltimore. Social Security retirement and sound personnel practice. Mary L. Graves, Executive Director, The Children's Aid Society of Franklin County, 229 Miller St., Chambersburg, Pa.

CASEWORKER for nonsectarian institution serving moderately disturbed school-age children. Opportunity for advancement as program expands. Requirements: Master's degree social work plus experience. Salary \$5000 and up. Write Leonard Yaffe, Executive Director, Children's Home of Easton, 25th and Lehigh Drive, Easton, Pa.

CASEWORKER in private agency offering social services to children in their own homes, foster homes, institutions, and day care; and to their parents. Student training program, opportunities for staff development. Agency located in college town, 2 hours from N.Y.C. and Philadelphia. Social Security, retirement, and sound personnel practice. Can appoint within \$4000-\$5000 range according to qualifications. Mary Lee Schuster, Executive Director, Northampton County Children's Aid Society, 48 N. 4th St., Easton, Pa.

CASEWORK SUPERVISOR, institution for delinquent boys, to supervise 5 caseworkers working with boys between 8-16 years. \$5520-\$6420. Can appoint within range. Noon meal provided. Windell W. Fewell, Superintendent, The Glen Mills Schools, Glen Mills, Pa.

CASEWORKERS in family and children's agency. Supervision encouraging development of self-dependent performance; staff study groups; psychiatric consultation; new recording plan; opportunity to participate in research program. Requirements: Master's degree in social work. Salary range for caseworkers \$4400-\$6600. Appointment salary based on experience. Write Mary Ellen Hoffman, Director of Casework, Family and Childrens Service, 4 Smithfield St., Pittsburgh 22, Pa.

CASEWORKER, institution for delinquent boys. Casework with boys between 8-16 years. Required: MSW. Partially trained workers considered. \$4300-\$5200. Can appoint within range. Noon meal provided. Windell W. Fewell, Superintendent, The Glen Mills Schools, Glen Mills, Pa.

CASEWORKER, Homefinding Department. Responsibilities include promotional work in community, studies of applicants, close collaboration with other agency services. Agency developing expanding range of specialized homes. Master's degree. Salary \$4300-\$5700. Joseph L. Taylor, Executive Director, Association for Jewish Children, 1301 Spencer St., Philadelphia 41, Pa.

CASEWORKERS for agency giving group care to unmarried mothers. Medical and psychiatric consultation, casework and group work program. Excellent supervision. MSW required. \$4500-\$5600, starting salary based on experience. Mary Lynch Crockett, Director, Florence Crittenton Home of Philadelphia, 6325 Burbridge St., Philadelphia 44, Pa.

CASEWORKER, private institution serving 50 dependent children in Philadelphia area. MSW required. Psychiatric consultation available. Basic minimum salary \$4500, appointment salary dependent on experience. Harry W. Halbersleben, Acting Director, Orphan Society of Philadelphia, Wallingford, Pa.

CASEWORKER with MSW and practical experience in children's field for developing new social casework program in well-established children's home. Some supervisory work included. Salary \$4400 minimum plus complete maintenance if desired. Beautiful surroundings in country near Reading, Pa. Challenging and varied work with opportunities to develop new program. Psychiatric consultations available. Write the Rev. Garnet Adams, Superintendent, Bethany Home, Womelsdorf, Pa.

DIRECTOR OF SOCIAL SERVICES for multiple-service agency, including group care for moderately disturbed boys and girls of school age, child placement program. Modern plant for girls; modern plant for boys proposed. Psychological consultation required: 1 year graduate social work training and experience in child welfare, MSW preferred. Salary: \$4800-\$6000, depending on experience and training. Social Security and retirement. Mr. Arthur A. Klein, Personnel Committee, Valley Childrens' Services, Box 1224, Harlingen, Texas.

Executive Director

For private, nonsectarian, statewide children's agency providing service to unmarried mothers, adoption, foster home, protective, and emergency shelter care. Professional staff includes executive director, director of casework, 3 supervisors, 16 caseworkers. Annual budget over \$300,000. Professional training and appropriate experience required. CWLA member agency. Write Mr. Carl W. Haffenreffer, Children's Friend and Service, 95 Fountain St., Providence, R. I.

CASEWORK SUPERVISOR, small residential treatment program for emotionally disturbed children and their parents. University community. Supervise professional staff, carry small intensive case load, collaborate with houseparents and intramural school teachers. Weekly psychiatric consultation, good personnel practices. Minimum, MSW and 4 years' experience. Can appoint to \$6000. Modern apartment available for family if desired. Meals during work hours. Richard M. Smith, Executive Director, The Children's Home, Inc., 555 Shelburne Rd., Burlington, Vt.

CASEWORKERS and **SUPERVISORS**, in Washington State child welfare program. Caseworkers \$3840-\$4764. Supervisors \$4368-\$5148. Assistant casework director in Seattle \$5184-\$6168. All require graduate training and experience; salaries dependent on qualifications. Vacancies state-wide. Contact: Washington State Personnel Board, 212 General Administration Bldg., Olympia, Wash.

PSYCHIATRIC SOCIAL WORKERS, in residential and child guidance center programs. Many new positions throughout state. Salaries \$4764-\$6732, dependent on qualifications. All positions require graduate school and appropriate experience. Contact: Washington State Personnel Board, 212 General Administration Bldg., Olympia, Wash.

SOCIAL SERVICE FIELD REPRESENTATIVES (\$4560-\$5412) in schools for retarded children. Combination field supervision-intake casework. Requires graduate school and experience. Contact: Washington State Personnel Board, 212 General Administration Bldg., Olympia, Wash.

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All those who heard Judge Polier deliver this talk will want a copy. For those who were not privileged to do so it is a must.

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